

DOCUMENT RESUME

ED 284 076

CE 047 925

AUTHOR Dolan, Margaret M.; And Others
TITLE GED Home Study Manual.
INSTITUTION Norwich Board of Education, Conn.
SPONS AGENCY Connecticut State Dept. of Education, Hartford.
PUB DATE Jul 85
NOTE 150p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Basic Education; Career Counseling; Curriculum Development; *High School Equivalency Programs; *Home Study; Media Selection; Personnel Selection; Program Administration; *Program Development; *Program Implementation; Publicity; School Counseling; Student Recruitment

IDENTIFIERS 310 Project; *General Educational Development Tests

ABSTRACT

This manual is intended as a working guide for adult educators who are planning to introduce General Educational Development (GED) home study programs into their local districts. The guide is a compilation of the experiences and observations of the Norwich Office of Adult Education, which is a part of the Southeastern Connecticut Adult Education Cooperative. The guide begins with a brief history of the Norwich home study GED program. The remaining sections present guidelines for the following: choosing books and materials, selecting staff, conducting a preservice workshop, handling paperwork, publicizing the program and recruiting participants, making first contacts with students, administering initial interviews, designing a plan of study, setting program ground rules, handling procrastinators, preparing students for test days, and providing supportive/career counseling. The final section includes observations on a variety of program details, including observing tutors, the pros and cons of allowing tutors to recruit students, and referring unqualified students to other programs. Appendixes include a job description for the position of GED program home study tutor/counselor, tutor/counselor interview questions, an informal reading inventory and guidelines for administering it, a fact sheet on the GED home study program, a recruitment flier, information sheets about GED tests and program requirements, and data from a survey of employer attitudes toward GED. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED284076

ged

home study manual

Developed at the Norwich
Office of Adult Education,
Southeastern Connecticut
Adult Education Cooperative

Joseph B. Murphy, Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. B. Murphy

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Through a grant received from the
Connecticut State Department of Education.
July 1985

BEST COPY AVAILABLE

CE 047925



ged

home study manual

Written by:

Margaret M. Dolan, Director
GED Home Study Program
Norwich, Connecticut

Dianne Grenier, Tutor/Counselor
Voluntown, Connecticut

Kay Lautzenheiser, Tutor/Counselor
North Stonington, Connecticut

With special thanks to Vicki Burgess of the Norwich Public Schools for her cooperation and expertise in typing this manual.

PREFACE

This manual is intended as a working guide for adult educators who are planning to introduce GED Home Study Programs into their districts, towns, or cities.

It is not a definitive treatise on the subject of GED Home Study but, rather, a compilation of our experiences and observations. We share our shortcomings as well as our successes in the hope that you will benefit from our trial and error approaches.

Above all, trust your own knowledge, expertise and insights. Your adult learners will be the true beneficiaries!



TABLE OF CONTENTS

Preface.....	iii
History of the Program.....	1
Choice of Books and Materials.....	4
Staff Selection.....	7
Pre-Service Workshop.....	11
Paperwork.....	27
Publicity and Recruiting.....	43
The First Contact.....	58
The Initial Interview.....	63
Designing a Plan of Study.....	72
Setting the Ground Rules.....	94
Handling Procrastinators.....	98
Preparing Students for Test Days.....	105
Support Counseling/Career Counseling.....	111
Notes.....	116
Appendix.....	121

History
of the
Program

HISTORY OF THE PROGRAM

The Norwich Board of Education has sponsored an Adult Education Program since 1972. Its day and evening classes include:

English as a Second Language

Citizenship

Adult Basic Education

High School Diploma

GED Preparation

Despite the success of this program, it was all too apparent that only a small percentage of its target population came to classes. This was a source of great concern for Joseph B. Murphy, Director of Adult Education, who constantly looked for new ways to better serve undereducated adults. Since the major barriers to participation in classes involved lack of child care, lack of transportation, lack of confidence, and conflicting work schedules, home study seemed to offer a viable option.

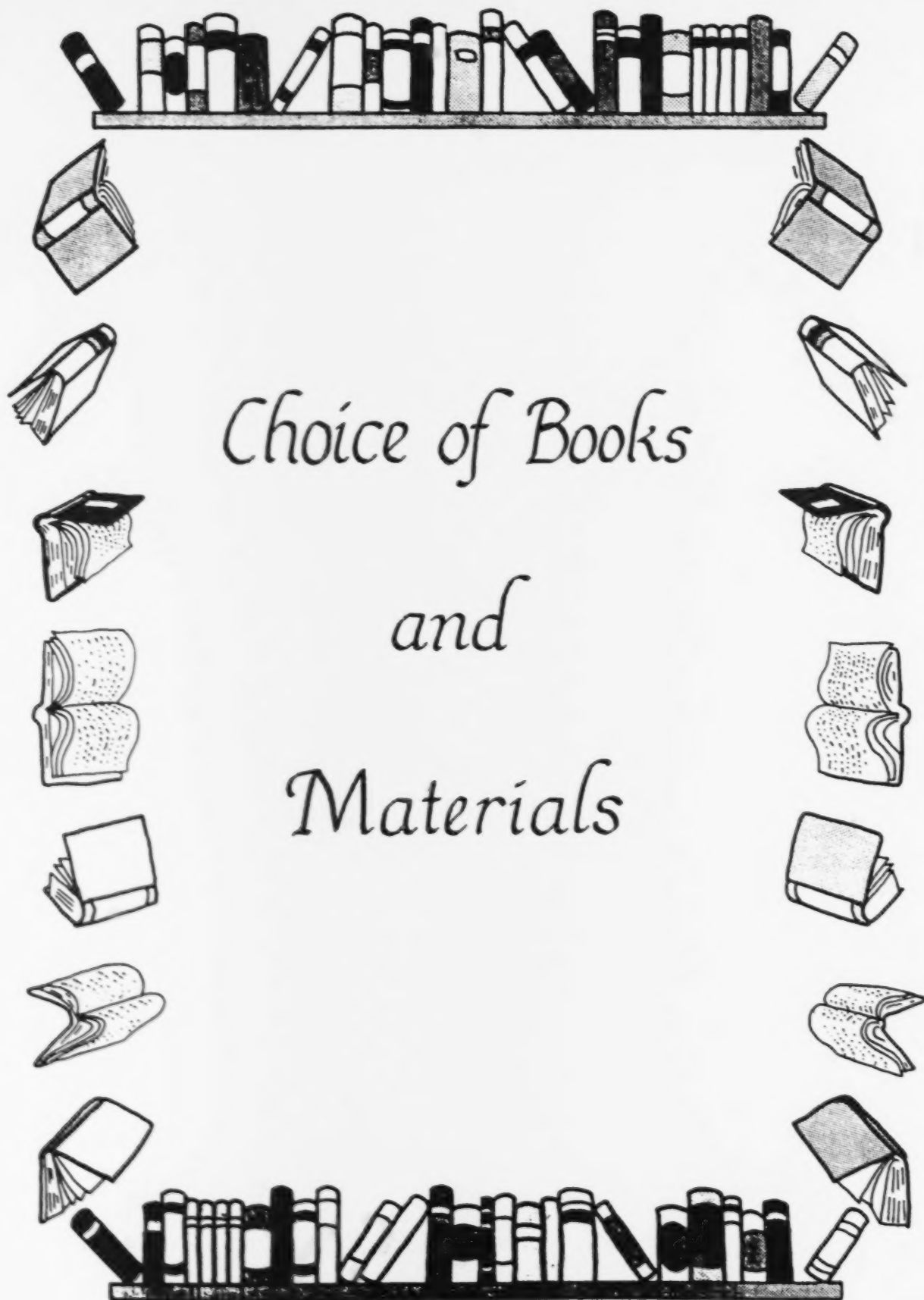
In 1981, the Director looked into the possibility of instituting an external diploma program based on the New York Regents model, but there were no resources available for implementing this project. However, Mr. Murphy was able to introduce home study in a limited way. On evenings when adult education classes were in session, a teacher was assigned to meet with adults who wanted to prepare for the GED exam at home. The program was explained, screening was

done to determine appropriate skill levels, and the adults went home to take the GED practice tests. No home tutoring was involved. When the student phoned the teacher to report his practice test scores, she advised a plan of study, provided GED materials and maintained phone contact.

In 1982, thirteen towns in southeastern Connecticut formed a cooperative with Norwich as its hub. In the summer of 1984, the Connecticut State Department of Education awarded a \$30,000 grant to this cooperative, and the first GED Home Study Program in Connecticut to send tutor/counselors into the homes of adult learners began its work.

Clear evidence of the need for this type of instruction has been demonstrated by residents' response to this program offering. An objective stated in the grant proposal was that two hundred residents of Southeastern Connecticut be enrolled in the GED Home Study Program. As of June 30, 1985, two hundred and seventy-two residents were enrolled.

Although the grant ended on June 30, this successful GED Home Study Program will operate without interruption on a year-round basis beginning July 1, 1985, thanks to the towns in the cooperative who increased their assessments in order to continue to provide this service.



*Choice of Books
and
Materials*

CHOICE OF BOOKS AND MATERIALS

Because of his familiarity with the broad spectrum of GED preparation books available, the Director of our cooperative made the decision to use Cambridge Book Company's GED books and materials. Once that decision was made, it was a question of purchasing the large GED book covering all five subject areas, or the five individual books. Although it would have been cheaper to buy the large volume, it was felt that separate books would be more practical, less intimidating, and more cost effective in the long run. Since not every student would need tutoring in all subject areas, we purchased a larger quantity of Writing Skills and Math books and fewer Reading, Social Studies and Science books. The Official GED Practice Tests and Universal Answer Sheets were also purchased from Cambridge. Tutors were encouraged to borrow books from each other if they experienced a temporary need which outstripped their own supply.

Each tutor was responsible for the books which she was given. As her students took the GED exam, she collected their books for use by new enrollees.

At our pre-service training session, a Cambridge Book Company representative introduced all books and materials to the new tutors who were totally unfamiliar with the GED preparation process. A two-hour time segment was set aside for this purpose. It proved too

confusing and overwhelmed the participants. The tutors felt that too much information was given at one time and they were not able to absorb it all.

The tutors told us that they would have preferred to preview the books and materials at home so that they could become thoroughly familiar with them. Then, at the first in-service workshop, agenda items could include: recommendations for pretesting, the practice tests, analysis of results, deciding on a plan of study, etc.

We feel that this would be a better option and well worth your consideration.



STAFF SELECTION

Tutors were chosen with the advice and consent of the towns' school superintendents. Each superintendent had been asked to recommend likely candidates for the position. Some did not choose to nominate anyone, but the majority did and suggested people who were ultimately hired and proved to be particularly effective in their roles. All of our tutors were women and most were substitutes in their local school systems. The involvement of the local superintendents in the selection process proved to be invaluable and fostered great awareness and interest in the program.

Prospective tutors were telephoned and the grant was explained. For those who expressed interest in the position of tutor/counselor, interviews were scheduled with the Director of the Cooperative and the Director of the GED Home Study Program. The criteria by which that person was selected were:



1. Empathy for adult learners.
2. Respect for undereducated adults and sensitivity to their needs.
3. Knowledge of their town and its resources.
4. Willingness to be trained.
5. Time flexibility.

The most looked-for quality was that of a charismatic individual who could put undereducated adults at ease while constantly encouraging them to pursue their goals. Candidates were expected to be good listeners and demonstrate a deep respect for their adult students.

Residency in the town in which the tutor worked was deemed a requirement so that the tutor would have first-hand knowledge of the town, its leaders, its people, and its physical layout. This proved invaluable when the publicity and recruiting efforts began because the tutor knew the best places to display posters and hand out flyers. She also knew who to contact at the local Welfare Office or Visiting Nurses' Association, etc.

A job description was given to prospective tutors (Appendix A). We have included a list of the questions asked at the interview (Appendix B). All were given a brief overview of the adult learner's chief characteristics. The need for empathy and sensitivity was stressed. Candidates were then asked to respond to a list of interview questions.

When tutors were finally selected for the program, they were asked to read HOW TO TEACH ADULTS by William A. Draves (published by Learning Resources Network (LERN) Manhattan, Kansas). In addition, they were expected to write a two-paragraph report on the book. In the first paragraph they were invited to express their overall impressions of the book; in the second paragraph,

they were asked to comment on ideas, concepts or suggestions which struck them as particularly relevant and beneficial.

We strongly recommend that all tutors be required to read this book. Most of our tutors had no previous experience working with adults, and while they may have been excellent teachers, this book provided valuable insights into the needs and characteristics of adult learners.

Tutors ultimately chosen were expected to attend pre-service and in-service training sessions. A two-day pre-service workshop was scheduled once tutors were finally selected. The first in-service meeting was held three weeks later, and monthly after that.

Tutors were expected to be flexible when it came to scheduling appointments for enrollees. It was important, for example, that a second shift worker be tutored in the morning. Some men and women worked rotating shifts and would have to meet mornings, afternoons and evenings during successive weeks.

All tutors were expected to keep their school superintendents up-to-date on the progress of the GED Home Study Program in their towns. They were also encouraged to report to their Boards of Education if they had the opportunity.

*Pre-Service
Staff Development
Workshop*

PRE-SERVICE STAFF DEVELOPMENT WORKSHOP

Now that the tutors have been selected and the GED books and materials chosen, it is time to plan your workshop. Topics to be covered will vary from program to program based on your tutors' experience in working with adults and their familiarity with the GED itself.

To give you some idea of what we included in our first pre-service workshop, we offer a copy of our agenda

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE

GED HOME STUDY PROGRAM

Pre-Service Staff Development Workshops

AGENDA

August 21, 1984

- I Welcome - Overview - Recruiting
Joseph B. Murphy, Director
Adult Education Cooperative
- II "Teaching Adults"
Marc Potish, Director
Connecticut Adult Basic Education
Staff Development Project
- III The General Educational Development Test
GED Home Study Program
Joseph B. Murphy

LUNCH

- IV GED Instructional Materials
Stu Tuchfeld
Cambridge Sales Representative

.....

August 22, 1984

- I Diagnosis and Placement
Lynmarie Thompson
Margaret Dolan
- II Support Counseling
Lynmarie Thompson

LUNCH

- III Career Planning
Marc Potish
Margaret Dolan

with the following comments:

The workshop was well received but not without its drawbacks. Subsequent feedback from all tutors suggested that the workshop could be condensed into a one day session by consolidating some presentations and eliminating another.

It was felt that "Teaching Adults" and "Support Counseling" could be covered by the same presenter while the overview of Cambridge's GED instructional materials should be eliminated. Too much information was provided on this topic and the tutors were overwhelmed. Consequently, we recommend that the tutors be given all five Cambridge GED Test Books and a copy of the Cambridge Official GED Practice Test as soon as they are hired. They would then be expected to become familiar with the books prior to the workshop and to take the GED Practice Test as well.

Because of experience gained over the past twenty months, we have expanded the coverage of Publicity and Recruiting in workshops which we have presented recently to new regional programs. We have also put together a separate chapter on Publicity and Recruiting for this manual.

Here are some suggested topics for a Pre-Service Staff Development Workshop:

WHAT ARE THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT?

Some of your tutors may have only a vague understanding of an equivalency diploma while others may be thoroughly familiar with it. (None of our tutors had prior knowledge of the GED.) Be sure to review all aspects of the tests so that nothing is left to chance. "Some Basic Facts About the Test" (Figure 1) is an excellent resource.

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

Some Basic Facts About the Test

1. Passing the GED is based on the fact that each individual GED candidate must demonstrate that he/she has more highly developed skills than do a certain percent of recent high school graduates.
2. The last time the GED was normed was in 1980 on 7300 high school seniors. Seniors were selected based on geographic location, type of control (public or private schools), and socioeconomic status for public schools.
3. Standard scores allow the comparison of scores of the GED candidate with levels demonstrated by recent high school graduates.
4. Standard scores range from 20 to 80 with about two-thirds of the students falling between 40 and 60. Standard scores lower than 30 or higher than 70 were earned by about 2% of the grade twelve students.
5. The median standard score is 50.
6. Standard scores are used in establishing minimum score requirements.
7. The lowest standard score requirement of 35 represents a level of achievement attained or exceeded by 93% of the high school senior norming group. (True for one test).
8. A standard score of 45 indicates a score attained by 69% of the high school senior norming group. (True for one test).
9. Two-thirds of the high school norming group achieved an average of 46 on the GED; one-third achieved an average of 54 or higher.
10. Each State sets its own minimum score requirements. In Connecticut it is 45.
11. A National Commission on Educational Credit has recommended standards to which Connecticut adheres.
12. Standard scores are more desirable than % correct. Why? Standard scores allow us to be certain that each test and form is equally difficult and standard scores permit us to report results on each of the five tests on a comparable basis.

Excerpted from The Adult Learner
Chuck Herring

(FIGURE 1)

The American Council on Education's "Information for the GED Candidate" and the Connecticut State Department of Education's "Description of the Tests" (Figure 2) and "GED Information Sheet" served us well.

THE TESTS OF GENERAL EDUCATION DEVELOPMENT

Description of the Tests

The tests used by the Connecticut Department of Education for its High School Equivalency Program are the Tests of General Educational Development (GED) of the American Council on Education. There are five tests, and each test is available in both English and Spanish. The titles of the tests, their descriptions, and their time limits are given below.

TEST 1 - WRITING SKILLS - 80 questions --		1½ hours
Spelling, Punctuation, and Capitalization	25%	
Usage	30%	
Sentence Correction	30%	
Logic and Organization	15%	
TEST 2 - SOCIAL STUDIES - 60 questions --		1½ hours
U.S. History	25%	
Economics	20%	
Geography	15%	
Political Science	20%	
Behavioral Science	20%	
TEST 3 - SCIENCE - 60 questions --		1½ hours
Biology	50%	
Earth Science	20%	
Chemistry	15%	
Physics	15%	
TEST 4 - READING SKILLS - 40 questions --		1 hour
Practical Reading	15%	
General Reading	30%	
Prose Literature	30%	
Poetry	12%	
Drama	12%	
TEST 5 - MATHEMATICS - 50 questions --		1½ hours
Arithmetic		
Geometry		
Algebra		

* percentages may vary slightly on different forms

(FIGURE 2)

As you conclude this segment of the workshop, you may want to use the "Most Frequently Asked Questions About the GED" (Figure 3) as a review of the information presented.

TUTORS:

CAN YOU ANSWER THE MOST FREQUENTLY ASKED QUESTIONS ABOUT THE GED?

1. How much does it cost?
2. How hard is it really?
3. What do I need to pass?
4. What if I don't pass?
5. How long does it take?
6. When do they give the test?
7. How do I register to take the test?
8. What kind of a test is it?
9. What does the test cover?
10. Will employers accept the GED?
11. Who can take the GED?

(FIGURE 3)

WHAT IS YOUR GED HOME STUDY PROGRAM ALL ABOUT?

The development of a fact sheet to describe your new program should be the first order of business here. Your tutors will appreciate a clear picture of the program's goals and the fact sheet can be distributed to newspapers and radio stations when you are ready to publicize the program. Our fact sheet (Figure 4) may be a useful guide.

FACT SHEET

Adults in eleven towns in southeastern Connecticut who have not completed high school will have a unique opportunity to prepare at home for the high school equivalency examination (GED). Under terms of a grant awarded to the Southeastern Connecticut Adult Education Cooperative by the State Department of Education, Bureau of Community and Adult Education, a GED Home Study Program will be established in the towns of Bozrah, Colchester, Franklin, Griswold, Lisbon, North Stonington, Preston, Salem, Sprague, Voluntown and Waterford.

In announcing the receipt of this grant, Joseph B. Murphy, Director of the Cooperative, noted that although GED preparation classes are conducted in Norwich, Colchester, Groton, Stonington and Waterford, many adults are unable to enroll in these classes. Transportation problems, lack of child care, lack of confidence and conflicting work schedules are some of the obstacles to class enrollment. The GED Home Study Program will enable adults to overcome these barriers, to upgrade their skills and receive their high school diplomas through the State of Connecticut's GED Testing Program.

Adults who pass the GED exam will be able to participate in a career planning program which will focus on interests, values and skills as they relate to employment. GED graduates will be able to improve job-seeking and job-keeping skills through the career counseling component of this program.

The program is free of charge and materials will be provided. Each participant will be assigned a tutor/counselor who will offer instruction and encouragement.

For further information, please call

(FIGURE 4)

WHAT IS THE GOAL OF THE PROGRAM?

The program goal is to help the "GED ready" student to review for the exam.

WHO IS THE "GED READY" STUDENT?

It must be understood that for purposes of our grant, the person we were seeking to enroll was almost ready to test. That is, she/he only needed a brush up, and with one-on-one tutoring would be expected to test in an average of three to four months. It must be emphasized that she/he is going to be offered an opportunity to review so that she/he can prepare to take the five tests of the GED. She/he will not be offered course work to remediate the deficiencies of high school preparation. It is strictly test preparation only!

WHAT IS THE TUTOR'S TARGET POPULATION?

Our program provided this information to tutors who were to work in their own towns. We used statistics generated by the Office of Policy and Management in Hartford, Connecticut which listed the number of people (18 and over) without a high school diploma in each Connecticut town. Individual tutors were then expected to recruit twenty of these adults and ten were expected to pass the GED. As we print this manual (July, 1986) we

have an example of how successful one tutor has been in the last year. She recruited one hundred and five students herself, tutored them and as of June 30, 1986, sixty-two of them have received their GED diplomas.

HOW IS THE TUTOR EXPECTED TO RECRUIT?

Undoubtedly you will have your own marketing plan with great ideas for reaching your potential students, but perhaps the chapter on Publicity and Recruiting may suggest a few novel approaches. They certainly worked for us!

HOW OFTEN WILL THE TUTOR MEET WITH THE STUDENT?

Your own policy will be based on the monies allocated, number of students, tutor availability, etc., but an hour a week is a realistic guideline for GED Home Study. In the very beginning of the project a weekly contact should be considered a "must." If an actual tutoring session is not possible during any given week, a telephone call should be made to see how the student is progressing. As the strength of the one-on-one tutoring relationship develops, it becomes a positive force for maintaining interest and encouraging program completion.

Naturally, as enrollment figures increase it will be necessary to extend the weeks between tutoring visits and to assign more homework. If any difficulties arise, the student is expected to call the tutor for help.

WHAT IS THE TUTOR'S PRIMARY ROLE?

It is that of an active listener. She/he must encourage, motivate and instill a greater sense of self-esteem in the adult learner. Repeated small successes during the tutoring experience help to build confidence.

The tutor is NOT a social worker, psychologist or marriage counselor. She/he is a professional who is preparing a student to take the GED so that she/he can achieve a goal and get on with life. This does not mean that the tutor is insensitive to a student's needs. Quite the contrary!

A tutor must recognize his/her own limitations and be able to make appropriate referrals to community resources. The tutor is indeed an asset to his/her town as she/he meets the needs of adult students.

WHAT ARE YOUR GUIDELINES FOR PROGRAM ELIGIBILITY?

WHAT SCREENING DEVICES/DIAGNOSTIC TESTS DO YOU PLAN TO USE TO DETERMINE THAT ELIGIBILITY?

Our Cooperative used the Informal Reading Inventory and a brief math test to assess probable skill levels before allowing a student to take the GED Practice Test. A copy of the math test and I.R.I. which contains instructions for its administration is provided for your consideration. (Appendix C)

With this screening we hoped to prevent the frustration and sense of failure which might have resulted if the Practice Test was routinely given to all.

Since the GED is basically a reading test, it would be unfair to allow a student to enter a GED Home Study Program if she/he lacked good reading and comprehension skills.

Prospective students were expected to have no more than one comprehension error on the 8th grade (C) reading passage and to read the 10th grade word list satisfactorily.

If a student had the required vocabulary and comprehension strengths for admittance to the program, the GED Reading Practice Test was then given in the tutor's presence. A score of 40 or more would be acceptable for tutoring. In order to pass the actual GED exam, Connecticut requires a total score of 225 for all five tests; an average of 45, with no score below a 35. This testing process is discussed further in the chapter entitled "The Initial Interview."

The brief teacher-made math test was intended to identify people who were proficient in these math functions so that they could then take the GED Math Practice Test.

Much to our surprise, all of our tutors reported that most potential students had some difficulty with the math quiz. However, if the tutor used the math test as a review and "walked" the student through it, memories were jogged and light bulbs flashed on.

We now use this test essentially as a review and then follow up with the GED Math Practice Test if appropriate. A score of 40 or more would be required for admittance to our GED Home Study Program.

However, other factors have to be considered here. We have found that many students tend to be very nervous in a testing situation. You may have to look for other clues to gain a true picture of your adult's abilities.

Some of the first hints will come from the way in which the person fills out the enrollment form. The ability to follow directions (PRINT your name), legibility of printing, proper spacing, spelling and especially the number of years completed in high school will help you to gain further insights.

A tentative judgment can be made about the person's capabilities based on general conversation. As the prospective student describes his/her past academic record and goals for the future you can gain valuable impressions.

If the candidate is obviously unsuited for this particular program, his/her best interests must be served. We must always be prepared to show genuine concern and sensitivity as we recommend local Adult Basic Education classes, Literacy Volunteers or another local resource. Our tutors' knowledge of their towns, location and schedule of educational offerings and volunteer organizations played an important role here.

JOTTINGS: Ideas for your own agenda.

WORKSHOP HINTS

Plan to distribute a staff directory at the workshop listing the tutors' names, addresses, phone numbers and town or area served. Include the program director's address and phone number as well as the address and phone number of the Office of Adult Education.

Advise the tutors to call the program director if they have any questions, and encourage tutors to establish lines of communication with their peers. A tutor may tend to think that his/her problem is unique when in fact it may be a concern of all. By phoning each other, they can share experiences and build a network of cooperation. "Have you ever dealt with..." "I am the resident expert in tutoring the older, insecure learner..."

EMPHASIZE:

The key to a tutor's ability to function effectively in a home study program is efficient TIME MANAGEMENT.

Prepare a form so that the tutors can evaluate the pre-service workshop and give you some immediate feedback as to its effectiveness.

EVALUATION

In-Service Training Session

To help us to plan future staff development activities, please take the time to respond to the following questions. Your candid replies will be very much appreciated. Thank you!

1. What information did you expect to receive during this workshop?

How were your expectations met or not met? _____

2. Could this information have been presented in a different way? If so, please be specific. _____

3. What was the most satisfactory aspect of this workshop for you?

4. What was the least satisfactory aspect of this workshop for you?

5. Based on your understanding of the objectives of this GED HOME STUDY PROGRAM, describe the role you envision for yourself in their attainment.

6. What other issues or topics would you like to see addressed at future staff meetings? _____

7. QUESTIONS, COMMENTS OR CONCERNS??

Plan your first in-service meeting three weeks into your project. This is a crucial time because the tutors will have so many concerns about recruiting, paperwork, testing procedures, decision making, etc.

Agree on a schedule of monthly in-service meetings and prepare a calendar for distribution. Each month's agenda should allow time for open discussion. As the program develops you could introduce such topics as:

How to Deal with Evidence of Child or Spouse Abuse

Assertiveness Training

Stress Management

Networking Strategies

Career Counseling

Job Training Opportunities

Plan to use roleplaying in your staff development workshops. It is a very effective tool to enhance the learning experience. We use liberal doses of humor in our skits and noticed the impact on the participants. The tutors seemed to relax and the whole process became more enjoyable.





Paperwork

PAPERWORK

"The job isn't over until the paperwork is done" is not just a catchy phrase on a humorous poster. Since all programs rely on complete, up-to-date information when preparing reports, we have set aside this early chapter to discuss some recommendations for efficient record keeping.

By addressing this topic now, we hope to persuade you to work backwards (in a forward-looking manner, of course). What registers and reports will be required of you at the end-of-the grant, end-of-the year, end-of-the quarter, or end-of-the month? Now is the time to clarify your understanding of the paperwork involved so that you can begin to gather appropriate data in an organized fashion.

We designed forms to meet our program's needs and found them to be very useful. We offer them for your consideration. Included at the end of this chapter are samples of these forms which you may choose to adapt or adopt for your program's use.

In any event, a systematic approach to paperwork will pay dividends for tutors and program alike.

Record keeping will never be a pleasant, painless chore for most of us, but a few simple tools can make it less painful than anticipated.

A simple date book or planner can help to keep track of appointments. It is compact and can be purchased through a variety of clubs and stationery stores. Another excellent resource is a teacher's plan book. It can be used for recording the time spent on telephone contacts, tutoring, career counseling, recruiting, attending staff meetings, etc. Extra pages in the front and back can include such information as telephone numbers, addresses, and ages of your students. These two aids can make the twin tasks of planning and organizing much simpler, and the preparation of reports less time consuming.

Our program required that the Payroll Record sheet include not only the dates and hours worked, but a breakdown of those hours (Figure 1). A descriptive code is noted at the bottom of the sheet. How many hours were spent tutoring, counseling, recruiting, telephoning, and attending staff meetings? All of this information can easily be gathered from your date book and teacher's plan book.

Similarly, to save you time and energy later on, up-to-date Enrollment Forms (Figure 2), Student Record sheets (Figures 3 and 4), Tutoring/Contact Log (Figure 5), and Achievement Sheet (Figure 6), can be a great help when it comes time to fill out the Connecticut School Register for Adult Classes. While

intended for classes and not individual tutoring sessions, the Connecticut State Department of Education modified its use for the GED Home Study Program.

As you know, State registers require information such as name, address, age and status. Status refers to whether or not the student is employed, unemployed or unavailable for work. The register also asks that you date the contacts made with your students. You will be asked to identify the contact as a telephone call, tutoring session, or a career counseling interview. All of this information can be readily found on the Enrollment and Student Record forms. For example, all contacts are listed on the Tutoring Log according to the date, type of contact and the topics discussed. Although not required for the register, we do recommend that your log include all attempts to contact, such as phone calls, letters, visits, etc. even though fruitless. This is done in order to have documentation that the tutor did indeed make the effort to keep in weekly touch with her students, as well as to identify procrastinators or potential dropouts.

Registers require answers to questions of a personal nature. Rather than ask these questions on an enrollment form, we believe that when you become better acquainted with your students you should be able to

answer these questions about race, ethnic background, welfare dependency and employment status.

Another form we use is the GED Home Study Program Quarterly Report (Figure 7). By becoming familiar with its format, you will know what type of information to gather. You will be asked how many people passed the GED exam, how many have signed up to take future exams, etc. All of this data is readily available if you have kept good records. During the nine-month life of our grant, tutors were asked to complete this type of report only twice; once mid-way through the program and again at the end of the grant. We have renamed the report and will require that it now be completed every three months. This will insure that records are indeed current. On the back of this report, the names, addresses and phone numbers of all students who passed the GED exam are listed. This allows for cross checking of statistics and also provides a handy list of graduates for people who will be planning the annual graduation ceremony.

The Student Evaluation Form (Figure 8), is intended to give important feedback on both the program and the tutor involved. The program will truly benefit if it receives honest, open and constructive comments. The evaluation is also useful for the tutor's professional growth since she is made aware of the student's perception of his/her strengths and weaknesses.

We have stressed the importance of this evaluation to our students. When they have finished the GED Home Study Program and are ready to be tested, they are asked to fill out the evaluation and mail it to the GED Home Study Program Director. The only identifying mark on the form is the name of the town in which the student prepared. We ask them NOT to sign their names. To further ensure that the evaluation is returned, some tutors provide an envelope which has been pre-addressed. We do recommend that pre-addressed envelopes be provided by the Program since the insights gleaned from the students' replies help us to chart our progress and review our purpose.

For our new program year, we have added a Homework Assignment Sheet (Figure 9), so that the student will constantly be reminded of his/her Targeted Testing Time, current homework, and next scheduled tutoring session. It is hoped that this concise information will help to motivate adults toward their stated goals.

One added recommendation which we urge you to consider is the color coding of all forms. This is particularly helpful when organizing students' folders and filling out the required forms. For example, all of the forms to be placed in our students' folders are white; payroll sheets are appropriately green, etc.

Do become familiar with your record keeping responsibilities at the very beginning of your program involvement. By working smarter, not harder, you can direct more time and effort into helping your students realize their goals.



FIGURE 1

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE
GED HOME STUDY PROGRAM

PAYROLL RECORD - HOURLY EMPLOYEES

TOWN OF _____
 TUTOR/COUNSELOR _____ WEEKS ENDING _____ & _____

NAME	MON.	TUES.	WED.	THU.	FRI.	MON.	TUES.	WED.	THU.	FRI.	TOTAL HOURS

ENROLLMENT TO DATE _____ Signature _____

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE
GED HOME STUDY PROGRAM

BREAKDOWN OF HOURS

NAME	MON.	TUES.	WED.	THU.	FRI.	MON.	TUES.	WED.	THU.	FRI.	TOTAL

V = Tutoring Visit
 T = Telephone Contact
 C = Career Counseling
 R = Recruiting

Signature _____

FIGURE 2

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE

GED HOME STUDY PROGRAM

ENROLLMENT FORM

TOWN: _____

PLEASE PRINT

DATE: _____

Last Name First Middle Initial Maiden Name

Street Address Town Telephone Number

Date of Birth Birthplace Social Security Number

Employer Occupation Sex

Name of last school Address of school Highest grade completed in last school

Are you a veteran? _____

How did you find out about this GED HOME STUDY PROGRAM? _____

Your Objectives: To get a job () ; to get a better job () ; social () ; self-improvement () ; self-satisfaction () ; to enter a training program or college () ; other () ; *
*please explain _____

Have you ever attended Adult Education classes? _____
If so, where? _____

If you did attend Adult Education classes, why did you leave the Program?
Transportation problems () ; baby-sitting problems () ; job conflict () ;
rotating shifts at work () ; difficulty with class work () ; lack of motivation () ; other () ; *
*please explain _____

FIGURE 3

TOWN _____

GED HOME STUDY PROGRAM

STUDENT RECORD

NAME _____ Phone No. _____

ADDRESS _____

DIRECTIONS TO STUDENT'S HOME:

NAME, ADDRESS AND PHONE NUMBER OF FAMILY MEMBER OR FRIEND WHO WOULD KNOW OF STUDENT'S WHEREABOUTS IN THE EVENT OF A MOVE:

INITIAL CONTACT WITH _____ DATE _____

tutor

GOALS/OBJECTIVES: (as expressed by the student)

BACKGROUND INFORMATION:

OTHER COMMENTS:

DIAGNOSIS AND PLACEMENT INFORMATION

TEST Vocabulary _____ DATE _____

RESULTS:

TEST Comprehension _____ DATE _____

RESULTS:

FIGURE 4

TEST Math Proficiency DATE _____
 RESULTS:

<u>PRACTICE TEST SCORES</u>					
<u>Date taken</u>					
	<u>Writing Skills</u>	<u>Reading</u>	<u>Social Studies</u>	<u>Science</u>	<u>Math</u>

Describe the plan of study designed for this student based on test scores:

TUTORING LOG

Give date, place and topics covered for all tutoring sessions.
 Give date and topics covered for all telephone contacts.

FIGURE 5

TUTORING/CONTACT LOG[illegible]

FIGURE 6

ACHIEVEMENT SHEET

Took GED Exam at _____ on _____.

SCORES:

Writing Skills	_____
Reading	_____
Social Studies	_____
Science	_____
Math	_____
Total	_____

+++++

CAREER PLANNING SESSIONS

Date _____ Survey _____

Results:

Comments:

Date _____ Survey _____

Results:

Comments:

REFERRALS: IMMEDIATE PLANS:

FIGURE 7

GED HOME STUDY PROGRAM
QUARTERLY REPORT

DATE: _____

1. Number of students enrolled: _____

Enrollment by towns:

[illegible]

2. Total number of students who passed the GED exam. _____
3. List graduates' names, addresses and telephone numbers on back of this sheet.
4. Number of students who have signed up for future GED exam: _____
5. Number of dropouts: _____ Please list reasons for dropping out on back of this sheet.
6. Suggestions? Comments? Problems?

FIGURE 8

STUDENT EVALUATION FORM

1. How would you rate your experience in the GED HOME STUDY PROGRAM?
(Please circle your reply.)
Great! Good Fair Poor
2. What did you like MOST about the home study approach to preparing
for the GED?

3. What did you like LEAST about it? _____

4. What suggestions or changes would you make? _____

5. Were you treated as an adult in your contacts with the tutor?
Yes _____ No _____
Comments: _____

6. How would you rate your tutor/counselor's ability to express
thoughts and ideas clearly? (Please circle your reply.)
Excellent Good Fair Poor
7. Was this tutor/counselor friendly and caring?
Always Almost Always Sometimes Never
Comments: _____

8. What do you see as your tutor/counselor's strong points?

9. In what areas does your tutor/counselor need improvement?

10. How would you rate YOUR efforts in preparing for the GED exam?
Excellent Good Fair Poor
11. Would you be willing to recommend this GED HOME STUDY PROGRAM
to friends and relatives?
Yes _____ No _____
If "no", please tell us why not.

12. Do you have any suggestions for recruiting other students?

FIGURE 9

TTT _____

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE

GED HOME STUDY PROGRAM

HOMEWORK ASSIGNMENT

Date _____

If you need help with this assignment, I'm only a phone call away
at _____.

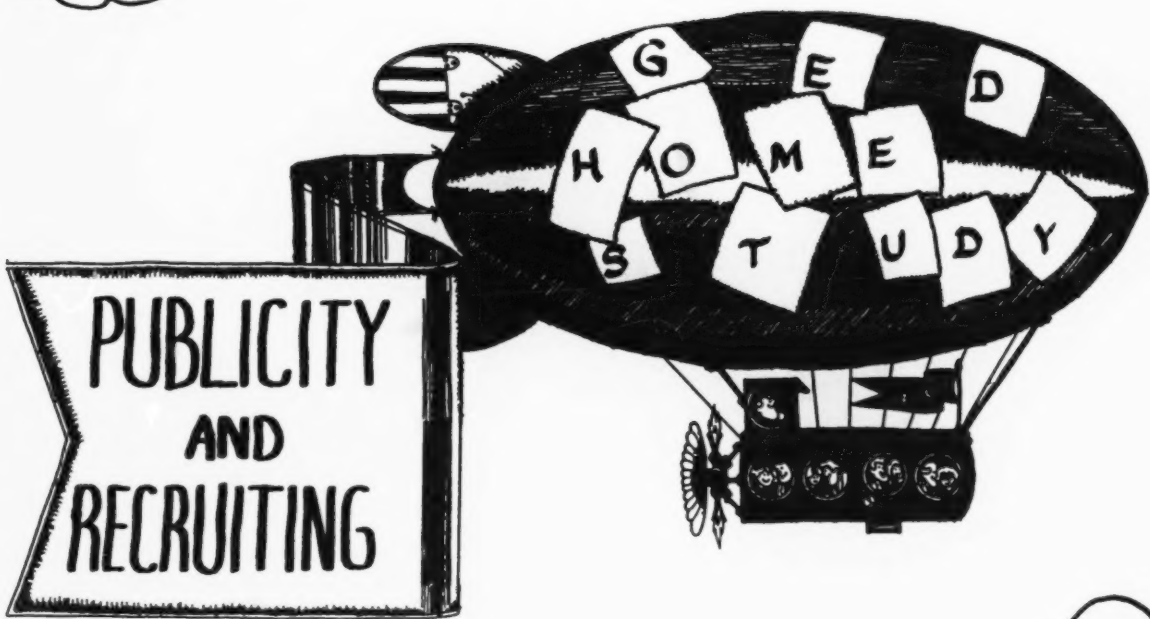
tutor

Our next tutoring session:

Date _____

Time _____

If you find that you are unable to meet with me at this time,
please call so that I may use the time to work with another student.



PUBLICITY AND RECRUITING

Publicity and recruiting are the keys to a successful GED Home Study Program. Without a dynamic publicity and recruiting effort, the best planned and organized GED

Program is doomed to failure.

It is vital that the target population be made aware of the services offered.

There can never be too much emphasis placed on this aspect of your program. The following



pages are intended to get you started. By no means do they present the complete picture. With determination and a little ingenuity, publicity and recruiting can and should be an on-going process.

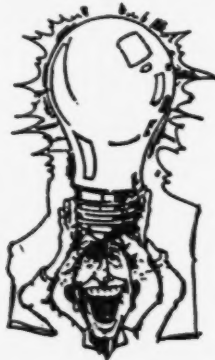
I. The Basics: What You Need to Get You Started

1. Develop a fact sheet that can be readily available. It should make reference to the sponsoring organization and to the grant received from the State Department of Education. It should also include an explanation of the program, eligibility, and phone contacts. It is recommended that

telephone numbers for both the Adult Education Office and the tutor be included on the fact sheet. (Appendix D)

2. Never pass up a picture that could be used on a poster or flyer! Cartoons, pictures from books and magazines, popular characters, pictures depicting graduation are among many resources available.
3. Familiar sayings can be adapted to meet your needs. With holidays as a theme, other phrases can be developed to encourage people to begin preparation for the GED exam. We have found the following to be especially useful:
 - A. "Sign up today! You may be a graduate tomorrow."
 - B. "We're going to make you an offer you can't refuse."
 - C. "Call and find out everything you ever wanted to know about getting your high school diploma but were afraid to ask!"
 - D. "Extra! Extra! Read all about it! GED Home Study Program is now available."
 - E. "What we have to tell you is too good to be true. But take our word for it. It is true!"

- F. "Plan for Christmas in July. Give yourself a high school diploma for a Christmas present!"
 - G. "Be a sweetheart! Earn your GED by Valentine's Day."
 - H. "Be independent by July 4th! Earn your GED." With a little creativity, all holidays can be incorporated into this theme.
4. Always be on the lookout for something that will help to spark an interest in your program.



II. Distribution of Posters and Flyers

1. It is strongly recommended that an eye-catching flyer be distributed with a fact sheet.
2. Posters should be colorful, clear and concise. Large posters may not always fit in the space provided by the business or agency. Therefore, it is recommended that posters be prepared in various sizes.

3. The word FREE should appear prominently in all advertising.

FREE!

Do not forget to include phone numbers.

4. Don't hesitate to place two posters in the same building. Display posters at places most frequented. The more exposure, the more likely it is to reach the target population. A person may read a poster in one store, but it will be that second poster or flyer that really sparks his/her interest. If you can get one student from one poster in one store, it's well worth the effort.

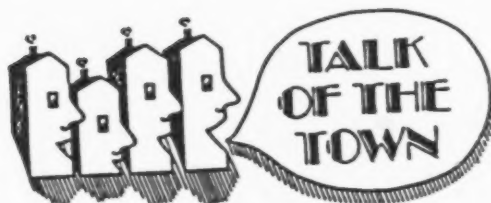
III. Suggested Locations for Display of Posters

1. Gas stations
2. Markets
3. Churches
4. Veterinarians' offices
5. Town halls
6. Laundromats

7. Drugstores
8. Walk-in health clinics
9. Liquor stores
10. Bait and tackle shops
11. Senior Citizens' Community Centers
12. Schools
13. Libraries
14. Post Offices
15. Coffee shops
16. Taverns
17. Welfare offices
18. Doctors' offices
19. Dentists' offices
20. Craft shops
21. Flea markets
22. Police stations
23. Bowling alleys
24. AA centers
25. Child-care centers
26. Headstart programs
27. Restaurants
28. Department stores
29. Info-Lines
30. Theaters



31. Women's Centers
32. Job Service Offices
33. Department of Vocational Rehabilitation and
other social service agencies
34. Larger industries employing townspeople
35. Malls (We regularly set up a table and a
banner inside a local mall.) Further on in
this chapter mention will be made concerning
our recruiting effort which involved
dressing as clowns and passing out flyers
and pencils at local malls



IV. Talk! Talk! Talk! To the following:

1. Your superintendent--keep him up-to-date
on what's happening.
2. Boards of Education
3. Members of auxiliaries
4. Volunteer fire departments

5. Social, religious, and fraternal clubs
6. Historical societies
7. Senior Citizens
8. Neighborhood Crime Watch
9. Democratic and Republican Town Committees
10. Community leaders
11. Faculty at your local schools
12. PTA/PTO's
13. Neighborhood associations
14. Resident state troopers
15. Grange members
16. Town recreation committees
17. Ministers, priests, rabbis (The pastor of one church urged us to speak from the pulpit about the program.)
18. Local businesses and industries
19. Phone calls (One recruiting effort included calling friends, relatives, and acquaintances to inform them of this new GED Home Study Program. This resulted in three new students. It was well worth the time and effort.)
20. Going door-to-door has also proved successful.



21. Casual conversation either in person or on the phone. In one instance, a person was enrolled as a result of a conversation in a dentist's office. A tutor, with a plan book in hand, was asked if she was a summer school teacher. She said she was not, but went on to explain her position tutoring adults. From this brief meeting, a new client was recruited.

V. Take Advantage of Special Opportunities or Events

1. On the night of parent-teacher conferences in elementary schools, set up a table and posters in a highly visible location. Have flyers available and volunteer information on the program.



2. Schools sometimes give out student handbooks; include or insert publicity about your program. At another time, school officials can give flyers to students to bring home to parents.

3. When special notices go out to parents, an advertisement or little reminder can be added.



WITH.....

ADULT EDUCATION

4. The school newspaper and church bulletin can include an article on the GED Home Study Program.
5. Newsletters to grange members.
6. During voter registration and election days at the town hall, have your posters up and your flyers available.
7. Sign-up nights for Brownies, Little Leagues, and Scouts.
8. Motor vehicle registration time.
9. Tax payment time at town hall.
10. Recognize how easy it is to introduce the GED Home Study Program at social functions. Each time you will reach another group of people.
11. During graduation ceremonies, remind the graduates of their role as recruiters.
12. At fairs and festivals, set up a table with posters and flyers. Be available to answer questions. At recent fairs, we have created a new approach to recruiting. To help to dispel the notion that education must be staid, stuffy and formal, one of our tutors, who is an



accomplished clown and mime,
did the facial makeup on a
second tutor. Together our
two clowns worked several
fairs, a mall, popular
stores, and other locations.
They passed out flyers and
pencils to all adults. A
sample flyer is included.



(Appendix E) As a result

of this effort, there has been an increased
interest in our program and many new students
have enrolled.

VI. Ask Others to Help

Help! Help!

1. Business can help! For example, a paper and cardboard manufacturer was a primary source of free poster material.
2. Contact local newspapers, radio stations and public access T.V. stations for FREE PUBLICITY.
 - A. Place a free ad in your local newspaper under "Community News" or "Various Matters."
 - B. Some communities have a weekly newspaper. These papers also provide free public service announcements.

- C. Contact your local reporter. See if you can persuade him/her to write an article. Have interesting facts ready.
 - D. Some of us are familiar with a booklet entitled, "T.V. Facts." This seems to be a particularly valuable resource because it is used for seven days. This is very good exposure!
3. Another source of radio exposure would be the popular local talk shows where a tutor, a director or both would have the opportunity to explain the GED Home Study Program.
 4. Your school is another good source. The use of projectors proved invaluable as did the copying machine and certain art supplies. Superintendents allowed flyers to be sent home with the children.
 5. The school nurse and town social worker who travel from house to house may be willing to help with recruiting. Possibly, other door-to-door representatives can be encouraged to become aware of the program.
 6. If possible, get a list of drop-outs from your local high school and adult education classes.

7. Students already enrolled in the program, as well as graduates, love to spread the word. Encourage them to take on a new role, that of recruiter. Since word-of-mouth is your most valuable tool, urge them to get the word out to friends, acquaintances and family members.



Many times, if one member lacks a diploma, undoubtedly, there are others in the same family who lack one. Here are some catchy slogans to motivate your students to recruit:

- A. "Each one reach one."
- B. "You must replace yourself. Select your own replacement."
- C. "Fill that empty chair."
- D. "Spread the joy around."
- E. "Enhance that happy feeling."

Other graduates have taken it upon themselves to write "Letters to the Editor" describing their experiences in the GED Home Study Program. This has inspired others to inquire about the program. One lady was so impressed that she taped the article to her refrigerator and then gave us a call.

VII. The Role of Paid Advertising

Any program is bound to fail unless word of its existence and purpose reaches the people it is meant to serve. Therefore, we cannot rely on FREE advertising alone. However, all paid advertising should be planned only after all free resources have been have been exhausted. Some suggestions include:

- A. Radio spots. They can be particularly useful in contacting adults who do not buy newspapers.
- B. Major newspapers. Small paid ads in the "Personal" column repeated every week are also effective. Small ads at regular intervals have proved to be more productive than larger ads appearing only once.
- C. Weekly newspapers.
- D. Shoppers' guides.
- E. Bookmarks. Librarians can pass them out as well as tutors.
- F. Placemats (with Adult Education logo) for distribution to local pizza parlors, etc.
- G. Pencils (with Adult Education logo) to hand out at fairs.
- H. Bumper stickers.

I. T-shirts with printed slogans such as:

- a. I ♥ Adult Education
- b. You Can with Adult Education
- c. Ask me about GED Home Study!

Some recruiting ideas mentioned may work for you and others may not. You may use some ideas but not all. The amount and type of advertising that will be done will differ from one community to the next.

Three ideas which we found to be of extreme importance:

1. Have a written recruiting plan.
2. Talk to a lot of people.
3. Write, call and make personal contacts.

If there is a strong recruiting effort, you will reap the rewards of your labor. You will get what you put into it. Initially, you think to yourself, "I won't sign up anyone." The contrary is true. You will, and each satisfied tutee will provide word of mouth advertising, the very best kind!



*The
First
Contact*

THE FIRST CONTACT

Once the recruiting campaign has begun, the first contact with a prospective student will usually be made by telephone. We cannot overemphasize the importance of this first inquiry. It must prove to be a positive experience for the adult who has made the decision to call for information. This person tends to have very low self-esteem, has known academic failure, and may be quite vulnerable. A pleasant, caring manner can prove most encouraging while a curt, disinterested response may turn him/her off completely.



Brief people who will be answering telephones in the superintendent's office, in the principal's office, in local schools, in your own home; urge them to be particularly sensitive to all callers. You might want to provide an information card for persons who will be handling calls. It might read:

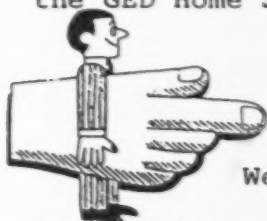


"If you receive a call from someone who is interested in the GED Home Study Program, please take his/her name and telephone number and tell him/her that _____ will return his/her call as soon as possible."



Do not expect the prospective student to make another phone call. He/she may never attempt another contact with Adult Education if this one is ignored or handled poorly.

At home tell your family about the telephone calls you will be receiving and ask for their cooperation. Remind them to identify the household and, if you are not at home, to request a name and phone number so that you may return the call. Your telephone is a crucial link; it is an integral part of the GED Home Study Program.



When you first speak with the adult on the phone:

Welcome his inquiry! Commend him for taking the initiative! Let him know that you realize that it was not easy. Respond thoughtfully to his questions.

Briefly describe the program and emphasize that the tutoring and materials are FREE.

Communicate your own enthusiasm for the program! Emphasize how pleased you are that this person wants to study for his GED diploma. Tell him that you are eager to work with him to reach this goal.

Be aware that some adults might feel uncomfortable to have tutors come into their homes. Others may be embarrassed to have family members learn of their involvement in an educational program. For these reasons, always offer several options for a meeting place and listen carefully to the responses. Possible meeting places might include a local school, library, or your own home.

If the student chooses his own home, be sure to ask for clear, detailed directions. Leave nothing to chance! In a rural area, the smallest landmark can be very helpful when driving in unfamiliar territory. Occasionally, you may even have to ask the person to meet you and direct you to his home.

Decide on a date for your first meeting. This should be set up at your earliest mutual convenience. Strike while the iron is hot and the enthusiasm is high!

Be sure that you and the prospective student have exchanged names and telephone numbers.

Before you leave for your first meeting, (and each subsequent tutoring session), telephone your student to confirm your appointment. This will save a great deal of aggravation and frustration in the event that he/she is unable to keep the scheduled appointment or has forgotten it.



*The
Initial
Interview*

THE INITIAL INTERVIEW

The most important item on your agenda for the first meeting should be to establish rapport and put the student at ease. In many cases, his past educational experiences have been negative and this new situation may create anxiety and undue stress. Engage your prospective tutee in small talk and casual conversation before you settle down to the task at hand.

Topics to be covered in this first session are:

1. Explain the Tests of General Educational Development.



Most of our enrollees were totally unfamiliar with details of the exam. They had no knowledge of what subjects were covered on the test, how long it took

to complete, of how the tests were scored, or of the minimum passing score required by the State of Connecticut. Never assume that the students have all of the information they need!

"Some Basic Facts About the Test" by Chuck Herring (Appendix F) offers an excellent overview.

Review the current GED Information Sheet (Appendix G and H) and the Description of the Tests (Appendix I) provided by the Connecticut State Department of Education. The American Council on Education's pamphlet entitled "Information for the GED Candidate" offers detailed information about the GED. All of these resources should be discussed with your student, as well as information outlining the acceptance of the GED diploma by business, industry and post-secondary schools (Appendix J).

2. Review the GED Home Study Program in detail. Be sure to explain the grant, its goals and its objectives. IT IS IMPERATIVE THAT PROSPECTIVE STUDENTS KNOW THAT ONLY GED-READY ADULTS CAN BE ACCEPTED FOR ENROLLMENT. Students who need only a review or brush-up to enable them to test within a reasonable time frame are considered "GED READY." THE HOME STUDY PROGRAM WAS NEVER INTENDED TO PROVIDE INSTRUCTION EQUAL TO FOUR YEARS OF HIGH SCHOOL COURSE WORK. It offers TEST PREPARATION ONLY. By stressing this, you are preparing interested adults in the event that they do not meet this criterion. In such cases, we must be careful to refer them to existing programs which could best meet their needs. For example, Adult Basic Education Classes or

Literacy Volunteers would be appropriate referrals for people with low skill levels.

3. Inform all students that the State of Connecticut will award an Honors Diploma to testees who score over 300 on the exam, with no score lower than 55. This may provide an incentive for the more capable student.
4. Introduce the Student Enrollment Form and ask the student to complete it. While he is working on this form, you will gain further insights which may stimulate communication. In addition, important clues can be gleaned from the way in which the form is completed. The tutor will want to look at handwriting, spelling, the ability to follow directions, and the appropriateness of all responses. Key information such as the "last grade completed in school" is helpful when deciding where to begin the screening tests.
5. If a student tends to elaborate on past failures by giving various reasons for leaving school, failure to get and keep a good job, etc., it is imperative that you not allow him to dwell on these negative thoughts. Insist that this is a new beginning which calls for a positive attitude. Optimism and hope are key ingredients for success in any endeavor.

6. The tutor should fill out the Student Record Form with the student's help. Be sure to get the name and phone number of a relative or friend of the student. In the event that the student moves or has his phone disconnected, that second phone number can be used to reestablish contact. This information has proved invaluable in retrieving books and materials in case the student dropped out of the program.
7. This same form asks that the student express both his/her long and short term goals in his/her own words. These goals can then be used to motivate and encourage him.
8. Explain and administer the screening tests while remaining sensitive to the anxieties of the adult learner. If he/she demonstrates the required proficiencies as discussed in the chapter on the Pre-Service Workshop, continue with the GED Practice Reading Test.
9. Give all pertinent information about the Practice Reading Test at this time: it is half the length of the actual exam; it is important that specified time limitations be observed; specify the score necessary to pass, and demonstrate the correct way to fill out the bubble answer sheet.

10. Administer the Practice Reading Test. Giving the the Practice Reading Test in the tutor's presence is seen as an opportunity to more accurately gauge the student's skill levels. Since the ability to read and interpret is crucial to successful passage of the GED, this Reading Test is usually an accurate indicator of overall performance on the exam.
11. After completion of the Practice Reading Test, the tutor corrects it immediately and discusses the results with the student. If the score is within recommended guidelines, the tutor and adult student decide on a suitable date and place for their second meeting.

THE SECOND MEETING

The first item on the agenda for the second meeting is the completion of the Practice Math Test in the tutor's presence. (The tutor can use this time to develop other Plans of Study, correct Practice Tests, complete reports, etc.)

After the Math Test is completed, it should be corrected and discussed with the student. If this score meets program guidelines, the tutor should then assign the completion of the Practice Writing Skills, Social Studies, and Science Tests at home. Emphasize the need to stay within the mandated time limits and to work without help in a quiet, comfortable atmosphere.

This second meeting between tutor and adult learner also affords an opportunity to discuss at greater length the student's goals and future plans. These are the keys to effective support counseling; they can be used to spur him/her on toward GED completion.

Set a date and time for your next meeting.

		MONTH						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY		

THE THIRD MEETING

During the third meeting, the tutor should correct the Practice Tests which were completed at home. If the scores are within recommended limits, a tentative Plan of Study should be agreed upon. Homework should be assigned, and a TTT (Targeted Test Time) suggested for the student to take the GED exam.

Plan accordingly! If you have allowed our average of three months of preparation, organize the material to be covered into realistic time blocks in order to be ready for the exam by the TTT. Mention that personal conflicts, holidays, health concerns, etc., might warrant a change in the TTT but a goal of three months' preparation time is most realistic. Indeed many adults seemed relieved to know that they were expected to complete their review and test within a specified time frame. Encourage all students to concentrate their efforts during this period, complete their review, take the exam, and get on with their future plans.

The Homework Assignment Sheet notes the student's TTT in the upper right hand corner. Restate it at every opportunity especially as you discuss your student's progress.

A reminder: your high expectations for this student will usually lead to higher performance regardless of ability.

Set a time and place for your next meeting which will be your first actual tutoring session. By this time, you will have designed a final Plan of Study based on this student's particular needs.



Designing
a
Plan of Study

DESIGNING A PLAN OF STUDY

In this chapter two of our tutors will describe the process involved in developing a plan of study.

Their approaches may differ but, happily, their students' goals were realized.

Name: Michael

Age: 25

Employer: Electric Boat

Highest Grade Completed: 10th

Goals/Objectives (as expressed by the student): Michael had been hurt on his job. He wanted to improve his rating at work or possibly to get another job.

Background Information: Married and father of 2 young children.

Other Comments:

Michael had taken GED five years ago. Results:

	<u>Standard Score</u>
Writing	38
Reading	46
Social Studies	43
Science	47
Math	45

Standard score is a conversion from the number of "correct" answers.

Required score in Connecticut is 225 with an average of 45 and no score lower than 35.

Other Observations: Michael made 4 spelling errors on our Enrollment Form.

Diagnostic and Placement Information:

1. Graded Word Lists (Vocabulary)

Results: 11th grade $\frac{25}{25}$ correct

12th grade $\frac{22}{25}$ correct

It did not seem necessary to start with a vocabulary list any lower than 11th grade. Although his last grade

completed was 10th, he informed me that he did start the 11th grade. My decision was also based on his previous GED scores and my observations. Other factors such as age, life experiences, etc. should be considered when deciding on what vocabulary list to start with.

2. Graded Reading Passages (Comprehension)

Results: 8th grade $\frac{4}{5}$ correct

3. Math Proficiency Test

Results: $\frac{2}{11}$ correct

Many people experienced difficulty on the math quiz. Reasons may include math anxiety or simply rusty skills. In many cases, after some questioning, it was found that the student had a good idea of how to do the examples, but just needed a little coaching. It may have been years since he had done similar examples. Through experience, we came to realize that the results of the math quiz should not be the sole basis for rejecting a person for the program. The decision should await further evidence and should be based on the Math Practice Test as well as the tutor's observations. All this information should be considered when designing a Plan of Study. In this way, the particular needs of the of the student are taken into account.

	<u>Michael's Actual Test Scores (5 years ago)</u>	<u>Current Practice Test Scores</u>
Writing	38	37
Social Studies	43	44
Science	47	48
Reading	46	45
Math	45	43

Although it had been five years since Michael took the GED, we considered those results when designing his Plan of Study. The GED results and the Practice Test scores correlated and so my decision was to concentrate on Social Studies, Writing Skills and Math. Michael did not retain a score of 45 when he took the Math Practice Test, so he expressed a strong desire to review some math concepts. Lastly, the results of the math quiz warranted this review.

Items missed on the Math Practice Test: 2, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23. (See attached Math Analysis Sheet.)

After charting the results of the Math Practice Test, it was necessary to ask a few more questions regarding his knowledge of whole numbers. Neither the Math Practice Test nor the math quiz covered averages, rounding off, number series, or such math language concepts as "product"

and "quotient"; yet they are included in the chapter on "Whole Numbers." In order to see what he knew, use was made of the Cambridge Predictor Test. Results indicated that he could round off, but he did not know about averages and number series. Michael was assigned the first chapter in the book, "Reading in Mathematics." This chapter would benefit any student who needed a math review. It gives a brief summary on the "Language of Math" and the various types of math problems on the GED test. He was also assigned parts of the chapter on "Whole Numbers." He did the sections on averages and number series. He also did whole number word problems. All of the problems that test whole number skills on the GED test are word problems. This gave him a good opportunity to apply his knowledge of whole numbers; to review averages and number series, and to guarantee that he had acquired enough mastery of whole numbers to go on to the chapter on fractions.

Our decision to cover fractions was based on the fact that he was unable to do the fraction examples on the math quiz and his own admission that fractions were always difficult for him. Had he not admitted this, the Cambridge Predictor Test on p. 2, Part B would have been helpful since the Practice Test that he was given did not include any fraction problems.

Thus, decisions as to what to cover were taken from 4 sources: math quiz, Practice Test, Predictor Test and student's expressed needs.

Arithmetic is the main focus of instruction. We deal with it extensively and try to have a student attain a certain degree of mastery in all sub-categories (whole numbers, fractions, decimals, percents, charts/graphs, measurements). We explain to our students that arithmetic accounts for 55% of the test while algebra is 25% and geometry 20%. A person should be able to pass the test if he does very well on all arithmetic problems.

Writing Skills: Items missed on the Practice Test: 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 34, 36, 37, 39, 40. (Michael's Writing Skills Test Analysis Sheet is attached.)

Because Michael's writing scores were low on both the actual exam and the Practice Test, and because of writing errors seen on the enrollment form, we agreed it would be beneficial to start at the very beginning of the Cambridge Writing Skills Book. Also, after charting the Writing Skills Practice Test results, there was clear indication that he was weak in all areas.

At this point it is a good idea to emphasize just the importance of each writing category. There are two key parts in the GED Writing Skills Test. The first involves

proper use of grammar; the second part tests your ability to tell whether a sentence is written clearly and logically. This second part is sometimes called the "Effectiveness of Expression" part of the test. In the Writing Book, it is also referred to as "Sentence Structure and Meaning." Combined, they make up 60% of the test. Thus more emphasis should be placed on these two categories. These topics should be mastered before considering logic and organization or spelling, capitalization and punctuation.

It is important to review and not lose sight of what is covered. Thus, the Review Tests and Simulated Tests become very valuable evaluation tools. Tests are included in all five books. They help to pinpoint areas that have been forgotten or still need to be reviewed or practiced. They help to identify what the student has mastered and what should be re-taught.

Social Studies: Items missed on the Social Studies Practice Test: 6, 7, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 27, 28, 29.

In many instances, it is recommended that Reading be studied first if a student's scores are similar in Reading, Social Studies and Science; the rationale is that if reading skills are improved, Social Studies and Science test scores will rise.

In this case, however, it was decided that more emphasis would be placed on Social Studies rather than on Reading. Michael did pass Reading on both tests. On the other hand, he fell short a few points in Social Studies. Also, certain reading skills are covered in the Social Studies Book. If time allowed, we decided that we would later cover the two most important chapters in the Reading Book: General Reading and Prose Literature. Each accounts for 35% of the Reading Test.

After charting Michael's Social Studies Test results, it was decided he would begin in the chapter entitled, "Improving Your Reading Skills." All chapters relating to skills would be covered first. If you look horizontally across each row on the Social Studies Test Analysis Sheet (see attached), there is a clear need to improve Social Studies Reading Skills. The next step would be to look vertically across each column and see what specific area or areas of Social Studies he needed to improve. Michael's results indicated that all five areas should be covered.

U. S. History	accounts for 25% of test
Political Science	accounts for 20% of test
Economics	accounts for 20% of test
Geography	accounts for 15% of test
Behavioral Science	accounts for 20% of test

Michael was also encouraged to read the newspaper more often and to borrow weekly news magazines such as Time, Newsweek and U. S. News and World Report.

Generally students are encouraged to do all exercises within chapters and to correct and go over errors. If they do not understand an error, they are asked to circle it. That problem is then covered during a tutoring session. Usually, if no problems are encountered, concepts are reviewed or a new concept is introduced. Sometimes an open-ended assignment is given. This helps encourage the student to go on. If specific pages are given, it is explained that the assignment is a guideline and that he can and should continue if time permits.

We strongly encourage three months for GED preparation. In this instance, however, our Targeted Test Time was extended to five months because of the holidays, a busy overtime work schedule and family involvement.

Michael's Assignment Sheet looked like this:

TTT January 21, 22, 23

SOUTHEASTERN CONNECTICUT ADULT EDUCATION COOPERATIVE

GED HOME STUDY PROGRAM

HOMEWORK ASSIGNMENT

Date January 19, 1986

MATH--Read pgs. 9--15, "Reading in Mathematics." Also Chapter on Whole Numbers, pgs. 22--23 (averages); pgs. 23--24 (number series); pgs. 25--30 (whole number word problems). Introduction to word problems is very important (pgs. 25--26). Do only problems circled. Fifteen (15) examples are circled. Our goal is to attain an 80% mastery 15 ^(12c) Fractions. Go as far as you can.

WRITING--Read pgs. 7--18, "Building a Sentence." Also read, "Learning the Verb Code." Go as far as you can.

SOCIAL STUDIES--Read pgs. 102--108, "Improving Your Reading Skills." Also pgs. 109--126, "Reading for Information."

If you need help with this assignment, I'm only a phone call away at _____.

tutor

Our next tutoring session:

Date _____

Time _____

If you find that you are unable to meet with me at this time, please call so that I may use the time to work with another student.

Before leaving the subject of the Assignment Sheet, mention should be made concerning the practice of referring to the Tutoring Log in each student's folder before leaving for a tutoring session. Review the assignment given and make certain you are well prepared and have all necessary information and materials.

Before the Plan of Study is completed, the general format of the books should be discussed.

As already mentioned, all five Cambridge books include tests. Most are excellent. They keep things in perspective and are constant reminders of what needs to be taught, what should be reviewed and what has been mastered.

Every book is designed to encourage the student to work independently. Exercises are given after each concept is introduced. There are answer keys with full explanations. When errors are made, the student can see exactly where he faltered and learn from his mistakes. If he still encounters difficulty, instruction is provided.

The Math Book is easy to follow and explains each topic clearly. The Social Studies Book covers the basic concepts of the five Social Studies areas that are covered on the GED test: U.S. History, Economics, Political Science, Geography, Behavioral Science. The student is given a better idea of the most important social studies concepts and vocabulary words and gains a stronger background in each major area.

The Social Studies Book also includes a section on "Improving Your Reading Skills." Usually students are encouraged to start with these chapters. These skills will prove helpful when assignments are given in other sections of the Social Studies Book.

Lastly, the Social Studies Book includes chapters on "Attacking the Test" and "Reading and Answering Questions on the GED." They explain exactly what kind of questions will be asked, the most important questions, and insights and suggestions as to how to answer all questions. Practice is also provided in answering different types of questions.

The Science and Reading books follow the same general format. The Reading, Social Studies, Science and Math Books can be used in conjunction with Practice Test Analysis Sheets (attached).

The Writing Book is not as easy a book to follow. Its format is a bit confusing, and it does not correspond as clearly to Cambridge's Writing Skills Test Analysis Sheet. Some consideration should be given to rewriting the analysis sheet to correlate more specifically to the format and language of the Writing Book.

Michael passed the GED with a score of 254.

Writing	51
Reading	56
Social Studies	46
Science	51
Math	50

Michael's hard work paid off, and his self confidence has measurably increased.



Michael

MATHEMATICS PRACTICE TEST ANALYSIS

The following is an attempt to classify the items on Forms A and B of the "Mathematics Practice Test" of the Official GED Practice Test under general mathematical skill labels. Because many items involve more than one skill, these items are represented on the chart under more than one skill label; when items appear more than once, they appear in parentheses under the secondary skill involved. What this analysis does not show is that, except for certain algebra items, all items are presented as word problems.

FORM B

Arithmetic	
Whole numbers	(2) 4 (9) 18 (25)
Fractions	
Decimals	1 3 7 (23)
Percents	(14)
Charts/Graphs	5 6 24 25
Measurement	22
	ARITHMETIC SUBTOTAL 13
Algebra	
Powers & roots	
Number relationships/ # line	(8) 13
Solving equations	16
Ratio & proportion	(23)
	ALGEBRA SUBTOTAL 4
Geometry	
Triangles	
(incl. Pythagorean Theorem)	(11) (20)
Area	(19)
Perimeter & circumference	(21)
Volume	(10)
Coordinate geometry	(12) (15) (17)
	GEOMETRY SUBTOTAL 8
	GRAND TOTAL 25

Michael

OFFICIAL GED PRACTICE TEST--Writing Skills Practice Test Analysis

The following is an attempt to classify the errors students are asked to identify in the items presented on the "Writing Skills Practice Test" on Forms A and B of the Official GED Practice Test. Because students must also evaluate the correctness of underlined segments other than the segment that is in error, this analysis should not be used to conclude that only the skills involved in identifying the error are involved in answering the item. The reader should also note that the following chart does not respect the artificial boundaries of the subsections of the test dealing with grammar and usage, sentence correction, and logic and organization. For example, items in the sentence correction subsection of the test that deal with grammar and usage problems have been indexed under the appropriate grammar and usage label. The large number of errors labeled as "diction/style" problems may in part be a reflection of the writer's inability to find a more descriptive label. For example, the stem of item 24 on Form A reads, "Tuition will be waived while on scholarship." Such an item does not fall neatly under any traditional label or category for grammatical or structural errors. It is therefore related to the more general label of "diction/style" error even though the correct solution (substituting "for students on scholarship" for "while on scholarship") depends on the student's ability to recognize that the adverbial clause in the original sentence presents a lack of clarity in the meaning of the sentence.

FORM B

Spelling	1 (2) (3) 4 (5)
Capitalization	(6) (7)
Punctuation	
End marks (including indirect questions)	(8)
Commas/Semicolons with quotes	(9)
Apostrophe (possessives, contractions)	(10)
other (incl. "No error")	
Grammar & Usage	
Noun problems (plurals, possessives)	(9)
Pronoun problems (case, agreement and reference)	(11) (18) (27)
Verb problems (tense and sequence)	14, (17), (21) (23) 33
Subj.-verb agreement	(19)
Adj./adv. (incl. dbl. neg.)	(15)
Prepositions/Conjunctions	(12) 29
other (incl. "No error")	13 (20) (22)
Sentence Structure	
Fragments/Run-ons	23 31
Faulty Parallelism	
Dangling/Misplaced Modifiers	
Diction/Style	(16) (25) (28) 32 (34) (37)
other (incl. "No error")	38 (40)
	(24) 26 30
Logic & Organization	
Sequence problems	(39)
Combining sentences	
other (irrelevancies, paragraphing, and "No error")	35 (36)

Michael

SOCIAL STUDIES PRACTICE TEST ANALYSIS

The following is an attempt to classify the items on the "Social Studies Practice Test" on Forms A and B of the Official GED Practice Test in terms of both the kinds of comprehension being measured and the subject areas from which the items are drawn. Such an analysis is somewhat problematic because the lines among comprehension subskills and among the subject areas are often blurred. With two exceptions (item 18 on Form A and item 17 on Form B), the charts use the content area breakdowns published as part of the self-scoring answer sheets that accompany the Official GED Practice Test. The chart also differentiates between those discrete items and passage-dependent items that require prior knowledge of the area involved in the item and those that can be answered through reasoning skills without any prior knowledge.

The analysis reveals an abundant use of illustrations; one-third of the items on Form A and nearly one-half of the items on Form B refer to illustrations. The analysis also shows a near-absence of items requiring evaluation of the stimulus material; indeed, it appears that for the approximately one-third of the test based on comprehension of reading material, there is a fairly even split between literal and interpretive modes of comprehension. There also appears to be a significant difference between the two forms in the degree to which prior knowledge may be necessary. This last statement is subject to argument as it is not always clear to what extent prior knowledge is required.

FORM B

	U.S. History	Political Science	Economics	Geography	Behavioral Science	Total
Literational Comprehension						
Finding facts		18		14		2
Finding main idea	(22)	5, 8			(21)	4
Illustrations--facts/main idea		(9)	10, (11), (29)	(7), 24	(13)	7
Interpretive Comprehension						
Making inferences	26	4, (19)				3
Drawing conclusions	2, 25	1				3
Illustration--inference/conclusion	(6)		30	(23), (27), (28)	(17), (20)	7
Evaluative Comprehension						
Evaluation of logic		(16)				1
Application of idea						0
Tone/style/point of view						0
Prior Knowledge	3, (12)	(15)				3
TOTALS	7	9	4	6	4	30

Student: Mary
Age: 67
Occupation: Homemaker



Several factors enter into the overall picture when determining the Plan of Study for a particular student. A tutor should consider the student's age, previous life experiences, occupational status and educational background. Much of this information can be obtained from the completed enrollment form as well as from conversation during the initial interview.

Mary is a sixty-seven year old homemaker who has been out of school for fifty-two years. Her expressed goal was to obtain a GED diploma for her own satisfaction.

She took the diagnostic test (I.R.I.) and scored 100% on the graded word list (vocabulary) at the 12th grade level.

On the graded reading passages (comprehension), she scored 100% at the 8th grade level.

The math quiz was difficult for her. She was able to compute only the basic operations.

After discussing these test results, I gave her the GED Practice Reading Test. Mary was extremely nervous during this test and the result was lower than I anticipated... a score of 45. I had her complete the

remaining GED Practice Tests at home. These were her scores:

	<u>Standard Scores</u>
Writing Skills	55
Reading	45
Social Studies	57
Science	48
Math	36

It was evident that she needed a great deal of work in math. She did not answer 14 of the problems, and did not even attempt to guess.

Upon review of the diagnostic test scores and the scores from five Practice Tests, I was able to formulate a Plan of Study. In order to do so, I had to consider the following criteria:

1. Diagnostic Test Scores (I.R.I. and math quiz)
2. Scores from the Practice Tests
3. Background of the student
4. Goals of the student
5. Emotional and physical state of the student during testing

The concrete results of the test were easy to determine, but the other variables were essential to the overall conclusions.

I took into consideration the age of my student and the fact that she was extremely nervous. She had very low self-esteem because of her lack of education. She had not experienced the working world because she chose instead to stay at home and raise a family.

As I indicated earlier, I felt that the Reading score was low. She received a score 57 on her Social Studies Practice Test which led me to believe that the Reading score was lower due to her nervous state during testing. She had reading material available to her, and I strongly suggested that she continue to read daily newspapers, weekly newsmagazines, books, etc.

As part of the Plan of Study, we began work in math. Mary had never experienced work in any math operations except addition, subtraction, multiplication and division. She began by reading the "Language of Math" in the Cambridge Math Book. I advise most of my students to review this section because it is very helpful when trying to solve word problems.

Because Mary had been away from math for so many years, I assigned the whole number section of the book as a review. This section includes averaging and number patterns which would provide other examples of problems that might appear on the test. Upon completion of the whole numbers, we continued through fractions, decimals, percents, measurements, tables and graphs.

I usually do not introduce algebra and geometry in tutoring sessions, but in Mary's case I decided to introduce algebra during the last month of tutoring because I felt that this would give her more confidence during actual testing.

Finally, I had her read parts of the Cambridge Science Book to familiarize herself with science terminology and the test format.

Mary was still unsure of her ability. For a period of five months, I tutored her in math and spent much time encouraging her and building up her confidence. When working with an older adult, the tutor must be especially sensitive.

When Mary finally took the GED exam, she had a difficult time due to her anxiety. She evaluated the testing situation as follows:

Filling out the application test form was "nerve wracking."

She was distracted by students who finished and left the test site early. She felt that the noise of scrap paper being crumpled as they left was annoying.

After the Science Test, she was convinced that she had failed, and it took a great deal of persuasion to get her to complete the testing.

Mary passed the GED with a total score of 235. Her scores were:



Writing Skills	53
Social Studies	42
Science	45
Reading	54
Math	41

I believe that she was capable of attaining a much higher score, but at her age and with her lack of self-confidence, I was extremely happy with her success. By the way, so was she!

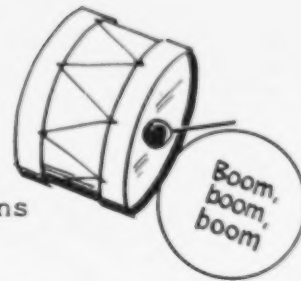
Well done!

Setting
the
Ground Rules



SETTING THE GROUND RULES

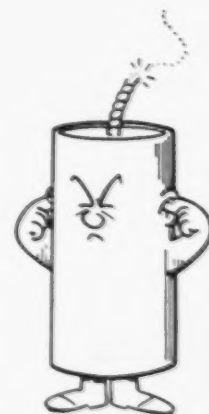
During a tutoring session, you may encounter circumstances which prevent a productive lesson. A few typical situations might be:



1. a radio, stereo or television may be too loud.
2. neighbors may arrive for a coffee break.
3. children may be a distraction.
4. family pets may decide that your lap is the most comfortable resting place in the home.

You are not expected to work under such conditions, so you must be prepared to deal firmly with the situation the first time it occurs.

Remind the student that the hour you have together is important and that the work to be covered must be understood and completed if he/she is to progress toward his/her GED diploma. Ask that all radios, stereos and TVs be turned off during your visit.



If you find neighbors gathered for a coffee klatch the first time that you go to tutor, be patient and size up the situation. Perhaps your student has done some recruiting for you. The neighbors may want to meet you and size you up before they make a commitment. If they are interested, you could easily tutor them as a group. Explain their options and schedule accordingly. If this is not their intent, however, you will want to suggest that the friends come for coffee at another hour but not during tutoring time.

If there are children in the home, tutoring sessions should be held while they are in school, or in the evening after bedtime. Perhaps you could urge your student to make child care arrangements for the one hour each week that you will be working together.

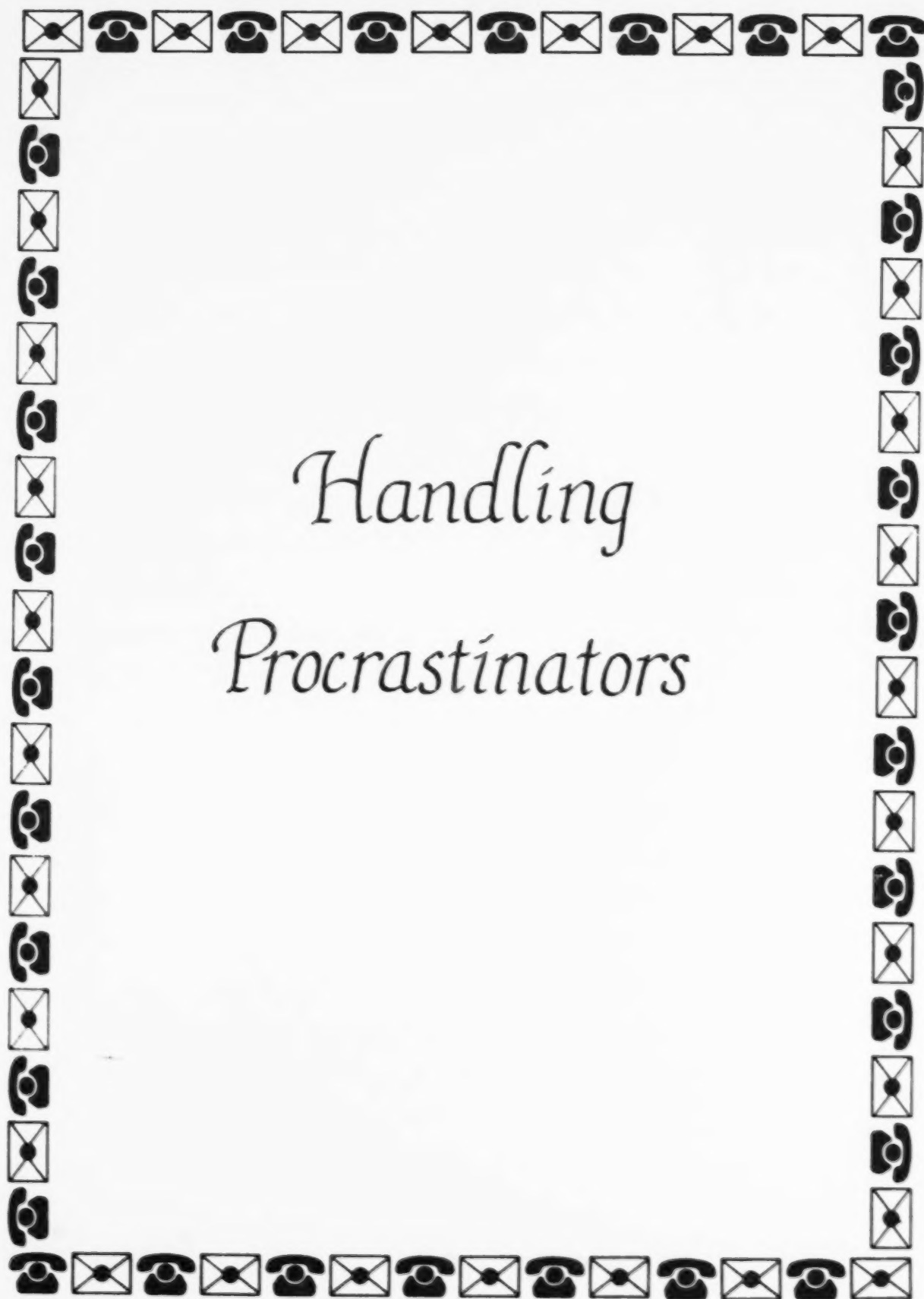
You may encounter lifestyles and home conditions which may be beyond your experience. Be prepared to enter homes that do not meet your personal standards of cleanliness and safety. Do not allow your attitudes and feelings to interfere with the real purpose of your visit. Indeed, you may have to ask the student to remove the peanut butter or scrambled eggs from the one available chair before you can sit down.

In one instance, a tutor arrived at the appointed time to find her student cleaning a freshly caught fish on the kitchen table where the lesson was usually conducted. After congratulating the fisherman on his catch and admiring his handiwork, the tutor suggested that another room in the home might be more conducive to study. The student was willing, but it was clear that he would have been content to share the kitchen table with the fish.



Many of these situations can be resolved with a touch of humor, but occasionally you may need to suggest that you meet at another site for future sessions. A library, school, the tutor's home, or any central location might be considered.

In any event, do not be discouraged! You can set the ground rules. Be friendly, yet assertive, as you deal with problems which may arise. In the long run, you are performing a distinct service for this adult learner, because as a professional you are insisting on creating an atmosphere in which learning can take place.



*Handling
Procrastinators*

HANDLING PROCRASTINATORS AND DROPOUTS

All Adult Education Programs recognize the specter of dropouts, and our GED Home Study Program was no exception. However, undoubtedly due to the one-to-one tutoring and the special bond which developed between the student and tutor, the dropout rate was a very low 18%. Of the 273 students enrolled in the program, 49 dropped out due to family conflicts, relocation out of the area, lack of interest, personal health problems, etc.

A student may be forced to leave the program for many valid reasons, and we must respect his right to withdraw even though we may feel that it is a mistake. The small-town tutor who truly knows her student can maintain casual contact and encourage him/her to begin again when the time is right.

But, we do have the procrastinators who take too much of the tutor's time and energy because they are uncommitted to their goal. We found that several tutors assumed undue responsibility for the procrastinators' performances and felt guilty because they were unable to motivate these students. This conflict called for resolution, and we offer several possible courses of action after the following scenario.

SCENARIO:

JOHN DOE HAS JUST ENROLLED IN OUR GED HOME STUDY PROGRAM. HE SEEMS HIGHLY MOTIVATED AND ANXIOUS TO EARN HIS DIPLOMA. AFTER THE SECOND MEETING WITH THE TUTOR, JOHN IS GIVEN THE WRITING SKILLS, SOCIAL STUDIES AND SCIENCE PRACTICE TESTS TO TAKE HOME AND COMPLETE. THREE WEEKS GO BY DURING WHICH SEVERAL PHONE CALLS ARE INITIATED BY THE TUTOR, BUT JOHN HAS YET TO COMPLETE THE TESTS. (THIS IS YOUR FIRST CLUE THAT JOHN MAY BE A PROCRASTINATOR AND POSSIBLY A POTENTIAL DROPOUT.)

BUT SURPRISINGLY, JOHN COMPLETES THE TESTING AND FINALLY MEETS WITH HIS TUTOR AGAIN. AFTER DECIDING ON A PLAN OF STUDY, BOOKS ARE HANDED OUT, A HOMEWORK ASSIGNMENT IS GIVEN, AND AN APPOINTMENT IS MADE FOR NEXT WEEK'S TUTORING SESSION.

A WEEK LATER THE TUTOR CALLS TO VERIFY THE APPOINTMENT BEFORE SHE SETS OUT FOR JOHN'S HOME, BUT HE IS NOT THERE. A FAMILY MEMBER SAYS THAT HE WILL NOT BE RETURNING UNTIL LATE EVENING. AGAIN, MANY UNSUCCESSFUL ATTEMPTS ARE MADE BY THE TUTOR IN HOPES OF RESCHEDULING. THEY FINALLY DO MEET, BUT JOHN HAS COMPLETED ONLY HALF OF THE HOMEWORK ASSIGNMENT. HE OFFERS NO EXPLANATION FOR HIS FAILURE TO COMPLETE THE LESSONS.

Our experiences suggest that this situation will likely develop in your own program. Do not be discouraged or allow yourself to feel guilty. Here are some suggestions for handling the John Does:

Weekly contact is essential to the success of this program. However, in the case of John Doe, if repeated calls are not productive, other means of communication can be tried to spark renewed interest.

At the end of this chapter are samples of several messages which might be useful in reestablishing contact with procrastinators or dropouts. They are intended to be mailed in envelopes rather than in postcard form because of the concern for privacy.

Another alternative is to suggest to your John Doe that he sign up immediately for the GED exam. This is recommended ONLY if his practice test scores are close to those required for passing the exam.

If all else fails, it will be necessary to inform the student that he is now being dropped from the program. Let him know that you are disappointed, but that in fact, he had made the decision.

Remind John that he said that he wanted to earn his GED diploma in an ADULT Education Program, but his

lack of effort and commitment belies that statement. Leave the door open for future participation should he/she ever decide that he/she wants to get serious about GED study.

Tutors who have dropped lagging students from the program report that they felt a great sense of release when they brought closure to this frustrating situation. By finally confronting the student and handing the responsibility back to him/her, the tutors were then able to channel their energies toward the motivated students in their towns.

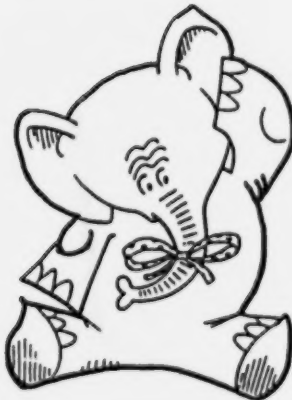
SUGGESTIONS FOR REESTABLISHING CONTACT
WITH PROCRASTINATORS AND DROPOUTS



DON'T CLOWN AROUND.
THERE'S TOO MUCH AT STAKE.
GET THAT GED NOW.
GIVE YOURSELF A BREAK!



I'VE BEEN LOOKING FOR YOU!
WILL YOU GIVE ME A CLUE?
SAY YOU WANT TO CONTINUE...
I'LL BE PLEASED WHEN YOU DO!



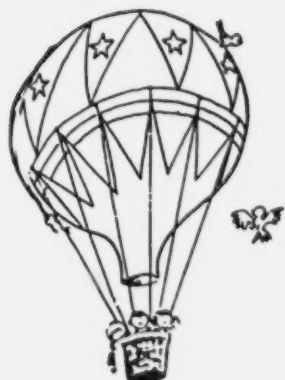
HAVE YOU FORGOTTEN ALL ABOUT US?
WE'VE LOOKED FOR YOU IN VAIN.
YOUR GED AWAITS YOU.
LET'S BEGIN TO WORK AGAIN!



YOU SAID YOU WANTED YOUR GED.
 WE'RE HERE TO ROPE YOU BACK IN.
 WITH BOTH OF US WORKING TOGETHER,
 A DIPLOMA YOU'RE SURE TO WIN!



WE CAN'T BEAR TO BE WITHOUT YOU.
 YOUR CHAIR IS EMPTY STILL.
 LET'S BEGIN AGAIN TOMORROW.
 IF YOU DON'T, YOU NEVER WILL!



THE SKY IS THE LIMIT!
 YOU CAN PLAN TO GO FAR.
 GET YOUR GED DIPLOMA, AND SWING
 FROM A STAR!

A decorative border composed of small, stylized pencils arranged in a rectangular frame around the central text.

*Preparing
Students
for
Test Days*

A large, detailed illustration of a pencil oriented vertically on the right side of the page, with its eraser at the top and its lead tip at the bottom.

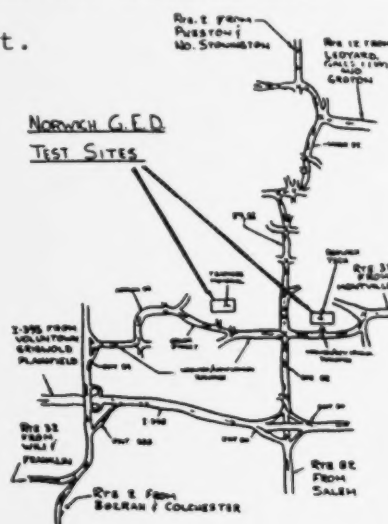
PREPARING STUDENTS FOR TEST DAYS

Upon completion of the Plan of Study, the tutor must prepare the student to take the actual exam. The following recommendations have been very effective:

Provide the student with the location of the Adult Education Office where he will sign up for the test. Telephone number, street address, and the name of the person to contact are essential points to be covered.

The tutor should become familiar with the test site. Plan to visit the facility and talk with the examiner so that you will be better able to inform your student about what to expect. If at all possible, arrange to sit in on the first part of the initial testing session so that you can hear the instructions which the examiner will give to the testees. When you relate your experiences to your student, describe the examiner's personality and presentation. This could help to relax the student and give him/her an idea of what to expect.

Distribute a special map with directions to the test site. Be sure that state highways and city streets are clearly marked. A highlighter can serve to outline the most direct route for your student.



Be certain that you are filling in the bubbles for the correct test. People have answered Math questions on the answer section for the Science test.

When taking the Math Test, the student should be made aware that there may be more than a single step involved in solving a word problem. However, the adult may spot the answer to the first step among the five multiple choices and mark it immediately.

Memorize the six steps for solving math word problems:

1. Read the problem. Get a mental picture of what is going on. Draw a rough sketch on scrap paper if that would help.
 2. Find the question--what is being asked for?
 3. Decide what information you need to answer the question.
 4. Decide which operation or operations to use. In many problems, you will need more than one step and more than one operation to get answers.
 5. Do the arithmetic accurately and carefully. Check your answer.
 6. Read the problem once more to be sure that you answered the right question. Make sure that your answer is sensible!!
-

Suggest that the student read all questions first and then read the passages. In this way, he will have an idea of what to look for while reading. This suggestion is very helpful when the question concerns a chart or bibliography.

There is no penalty for guessing on the GED exam. If you are running out of time or have absolutely no idea of the correct answers, select one answer (A, B, C, D, E) and fill in all blanks with that same choice.

Glance at the wall clock or your watch occasionally so that you can gauge your progress. For example, if you have $1\frac{1}{2}$ hours to complete a test, you should have finished $\frac{1}{4}$ of the questions in approximately $22\frac{1}{2}$ minutes. Pace yourself.

Do not allow yourself to be distracted and rushed by people who finish early. Make use of all the time you are allowed. There is no prize money for early finishers.

Often students are extremely nervous and apprehensive about the test. You may want to introduce relaxation exercises that the student can use during the testing session.

Suggest that the student make a trial run to the test site. This will alleviate added stress on the actual testing day. Be sure that enough time is allowed to find a parking spot and get to the testing room early. He/she can then choose a seat and relax a bit before the session begins.

It will be helpful to review the GED test procedure with the student. Explain the five test sections, the length of time given for each test, and the nights/days they will be taking each test.



REMINDER

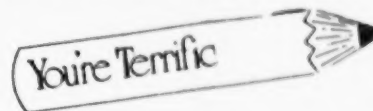
Answer the easiest questions first. When you do skip a question (for example, #5) intending to come back to it later, be sure that you do not mark the answer to question #6 in the slot you mean to leave blank.

Read the directions twice. If you do not read the directions clearly and completely, you may be looking for the wrong material, or fail to respond to the entire question.

For example, on the Writing Skills Test, they may ask the testee to find all capitalization and punctuation errors. Many students do not read this instruction clearly and leave out the punctuation errors.

If your student has special needs that must be met during testing, have him inform the local Adult Education Director so that arrangements can be made with the test examiner. For example, one person with a disabling back injury found it necessary to periodically stand for a few minutes, and a sight-impaired student needed a large print exam.

Plan to call the student on the day of the test to offer your encouragement and best wishes. We have found that as a personal touch, you may want to also give him a pencil which, of course, only marks the right answers.



With proper preparation, the fear of the unknown can be alleviated, stress can be reduced and more positive test results may be achieved.

Hang in there!

*Support Counseling /
Career Counseling*

SUPPORT COUNSELING/CAREER COUNSELING

A specific objective of our GED Home Study Program was to provide a counseling program for all enrolled adults.

As originally described in our grant proposal, support counseling was to be provided by the tutor/counselor for all program participants, while career counseling was to be offered by the tutor/counselor only to those who passed the GED exam. But, it became quickly apparent that this latter requirement should be dropped. During the first meeting with tutors, several enrollees expressed uncertainty about future goals. It was felt that early clarification of one's occupational interests, skills and work values might spur the student on to complete his/her GED Home Study preparation, pass the GED and make realistic plans for the future.

The instruments chosen to help define occupational interests, motivational skills and work values were:

The Self-Directed Search by John L. Holland, Ph.D.

Used to explore occupational interests.

Publisher: Consulting Psychologists Press

Palo Alto, California

Card Sorts: used to prioritize work values and motivational skills.

Publisher: Career Research and Testing

San Jose, California

All tutors were introduced to The Self-Directed Search and the Card Sorts during an in-service workshop. They were expected to complete all three surveys themselves in order to become more familiar with them.

An assessment of the counseling facet of this program determined that:

1. Support counseling was indeed provided for all program participants. Without exception, all of our tutors/counselors showed remarkable sensitivity to the needs of their adult learners. They cared and their students knew it!
2. Sixty-three students mailed tutor/program evaluations to the Director after they had completed the program. Without exception, all were extremely positive. One-on-one sessions and the tutor's constant encouragement were listed most often as the reasons for the graduate's success.

While we take great pride in the adults in Southeastern Connecticut who now have GED diplomas as a result of this program, we believe that an even greater benefit has been an intangible one: a significant growth in our graduates' self-esteem and self-confidence.

The Career Counseling facet was not as successful as had been envisioned. Some reasons for this were:

1. All tutors expressed some uneasiness about their roles as career counselors. Most felt that they needed more training and experience in this area to be effective.
2. Although all students were offered career counseling, very few took advantage of the opportunity.

Undoubtedly the first explanation had a serious impact on the second. If the tutor/counselor was not comfortable with her assignment, it was doubtful that she could be enthusiastic when encouraging students to participate.

Over a nine-month period, a total of only 60 hours was spent in career counseling, and two tutors accounted for 50½ of those hours.

When it became apparent that there was very little demand for career counseling, it was decided that the career counselor in the Norwich Adult Education Program would go into the towns and meet with any interested enrollees. This was expected to relieve the tutors' anxieties, but still a significant increase in requests never materialized.

Tutors commented that when students were offered counseling service, several declined the offer saying that they already had jobs and were content to let it go at that. Others expressed the fact that they earned

GED purely for self-satisfaction, and knew exactly what careers they were interested in.

Some changes have been made recently based on our tutors' suggestions. They felt that maybe the focus should be on offering some basic information about the job search, the job application, the job interview, etc. while providing The Self-Directed Search and Card Sorts upon request.

A practical approach to the "World of Work" was decided upon. It covered:

The importance of knowing oneself:
interests, motivational skills,
work values.

Sex equity in the work force.

How Americans look for work.

How Americans find work.

Networking.

Answering want-ads.

Writing a letter of application.

Filling out a job application.

Preparing for the job interview.

Getting and keeping the job.

While career counseling is still not in great demand in our program, it is hoped that as the tutors/counselors become more comfortable with these topics and surveys, they will recognize their value as useful tools and send that message to their adult learners. We intend to focus new energies on this aspect of the program.

Perhaps you would want to schedule group career counseling sessions once or twice a year for graduates. Information about financial aid, training programs, technical schools and area colleges could be given at that time.

In an attempt to broaden our graduates' perspectives, a special orientation session was arranged at the Mohegan Community College in Norwich. Personnel from the Admissions and Financial Aid Offices made presentations. Programs of study were explained, and information about tuition, fees, grants and loans was offered. Both students and tutors felt that they benefited from this presentation.

We would suggest that you provide a similar learning experience in your program year. Depending on the goals and objectives of your students, perhaps a visit to the local Job Service Office, a technical college, or the Personnel Department of a major local industry/business could be arranged. Such an opportunity should provide a whole new dimension in the educational process of many of our GED graduates.

Notes

NOTES



The GED Home Study Program in Southeastern Connecticut has been a source of great satisfaction to all involved. The effort and energy expended has been so worthwhile because students who never could have come to classes can now boast of a State High School Diploma.

If your district decides to start a home study program, we would be pleased to answer any questions which you might raise. In the meantime, benefit from our experiences and consider the following recommendations:

- Directors should arrange to observe each tutor as she/he conducts an actual tutoring session.
- Directors should consider phoning students at random to get a feel for the efficacy of the program. You may want to telephone two or three students per week and identify yourself as the director of a new GED Home Study Program. Explain that because it is so new you want to get some feedback from adult learners themselves.



You might ask:



How many times have you met with your tutor?

Have you discussed both long and short term goals with him/her?

Is he/she positive and encouraging?

Any concerns?

Any suggestions?

Students contacted by our director were most cooperative and seemed very pleased to think that their opinions were valued.

- Ask tutors to keep a running account of significant changes in the graduate's life due to the GED diploma.

This information will be helpful when the end of the year reports are due. For example:

"John enrolled in a training program sponsored by _____ . He needed a diploma to qualify. He is so proud!"

Mary will be going to Mohegan Community College in the fall. She wants to become an accountant.

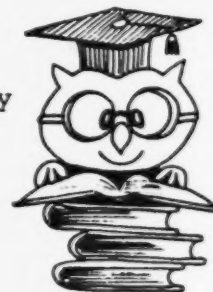
John has achieved his goal since he can now fill out job applications and check "yes" where it asks: "high school diploma?"

- Do consider planning a very special graduation program once a year to honor the GED graduates. Invite their families, friends and relatives as well.

We have had two such ceremonies and can testify to the joy and sense of accomplishment which were so much in evidence.

Corsages and boutonnieres were pinned on graduates as they came into school, and punch, coffee, tea, cake and cookies were served at a reception afterwards.

The proud graduates told us that they very much appreciated the opportunity to take part in this happy occasion since they regretted missing their own high school graduation with all its "Pomp and Circumstance."



True Confessions:

In the early weeks of our grant, all tutors accepted people who did NOT meet our recommended scoring guidelines. This was done because of eagerness to recruit ("I was afraid I wouldn't get anyone else.") and compassion for the person ("How could I say I couldn't enroll her when she was so eager and enthusiastic?")

Perhaps not so surprisingly, a few students who

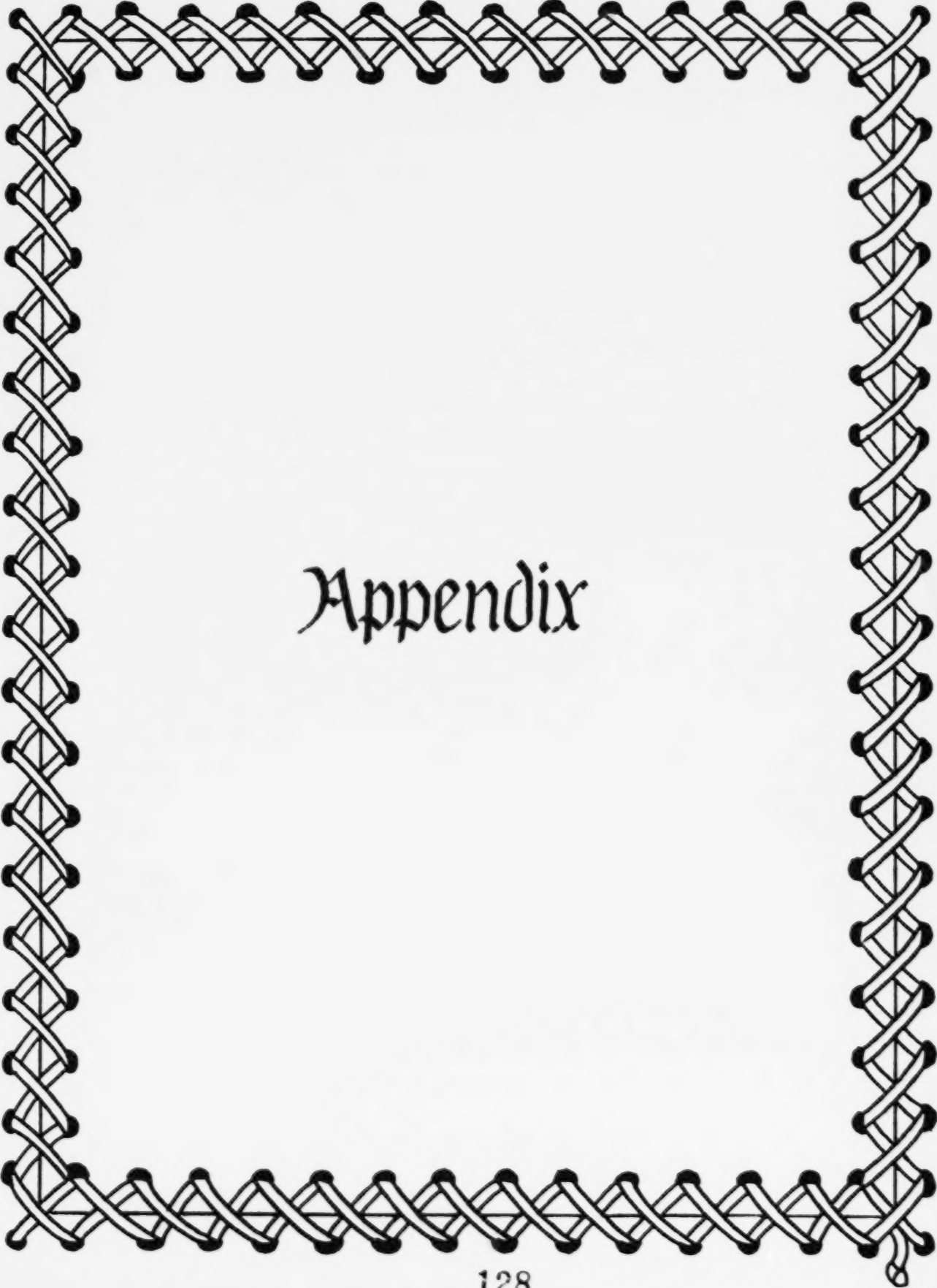
should have been screened out went on to earn their GED as a result of their own motivation, one-on-one tutoring attention, much homework, and the genuine caring and encouragement offered by the tutor.

However, we found that too many applicants for home study could not be accommodated because of low basic skills. We tried to refer them to other community programs or Adult Basic Education classes, but lack of transportation, child care problems, shift work, etc. still prevented participation.

It seems obvious that a second phase Adult Basic Education Home Study Program is needed to help adults who do not qualify for GED Home Study Programs.

The funding of such a program would coincide nicely with the national campaign against illiteracy which will be mounted in the fall of 1986.

Hopefully grant money will be found and these special adult learners can be served.



Appendix



Norwich Public Schools

Adult Education Cooperative
Joseph B. Murphy, Director

JOB DESCRIPTION

POSITION: Tutor/counselor in Home Study GED Preparation Program.

Opening for a mature professional who is sensitive to the needs of the insecure adult learner. Must be empathetic, interested, flexible and nonjudgmental. Should have excellent listening skills. The ability to work flexible hours will be important in scheduling conference sessions with adult learners.

RESPONSIBILITIES:

- To become familiar with the basic concepts of adult learning.
- To be aware of the Connecticut GED Testing Program.
- To become skilled in diagnosis and placement of students enrolling in the GED Home Study Program.
- To design individual independent study programs for adults based on test results.
- To maintain weekly contact with students to determine progress, provide encouragement, and help in goal setting for procrastinators.
- To become actively involved in outreach, recruitment and publicity for the program in your town.
- To remain aware of support services and community resources available to the student.
- To be familiar with all of the offerings of the Southeastern Connecticut Adult Education Cooperative.
- To recognize the goals and objectives of the career counseling component of this project and to administer and interpret the instruments and surveys provided.
- To maintain all required records and to submit reports in a timely manner.
- To prepare final comments and evaluations on all student participants.
- To attend all inservice training sessions and submit an evaluation of all inservice training sessions.
- To provide systematic progress reports to the local Superintendent of Schools.

REQUIREMENTS:

Connecticut teacher certification and/or counselor certification and/or extensive experience in teaching and counseling the adult learner.

TUTOR/COUNSELOR INTERVIEW QUESTIONS

1. Could you tell us a little about your background?
2. What experience have you had working with adults?
3. Why do you think you could do an outstanding job?
4. Do adults learn differently from young children? Explain.
5. How do you feel adults learn best? What methods and materials might be useful?
6. What are your feelings about people on welfare?
7. What would you do if you arrived on time for your scheduled tutoring session only to find the TV blaring, the children crying and neighbors gathered around the kitchen table for coffee?
8. How would you handle evidence of abuse and neglect?
9. In your opinion, what are the major reasons for the high rate of illiteracy among adults?
10. What problems do you see arising as a result of an inevitable clash of value systems?
11. Are you willing to participate in training workshops and staff meetings?
12. What ideas would you have for recruiting potential students for this program?
13. What do you see as positive aspects of the GED HOME STUDY PROGRAM?
14. What do you see as negative aspects of the GED HOME STUDY PROGRAM?
15. Would you be willing to help evaluate this program's effectiveness?
16. Do you have a telephone available for maintaining contact with students?
17. Do you know your town well? Are you familiar with community resources such as human service agencies and government offices?
18. Would you definitely want to be considered for a position in this GED Home Study Program?
20. Do you have any questions?

ADMINISTERING THE INFORMAL READING INVENTORY

The IRI adapted for our GED Home Study Program contains graded word lists from grade 6 to grade 12, and graded reading passages from grade 6 to grade 8. Readability level was determined using the Fry Readability Formula. The letters at the top of each word list and reading passage correspond to the grade levels; that is, A = grade 6; B = grade 7; C = grade 8, and so on.

Choose a word list which you estimate to be at least two reading levels below the student's instructional reading level and ask the student to begin pronouncing the words aloud. If you have no idea which list to start with, begin with "A" and skip ahead if the student appears to have no trouble. Have the student continue pronouncing the words on the word lists until he or she gets more than five words wrong on one list. Stop with that word list and switch to the graded reading passages.

Begin the student reading aloud the graded reading passage which precedes the word list on which you stopped. This means that if the student made more than five errors on the word list "C", s/he will not become discouraged. That is why you deliberately start one level below the word list on which you stopped.

Each reading passage has two pages: a student's copy which contains the reading, and a teacher's copy which contains the exact same reading with space for marking errors as well as five comprehension questions related to the reading. As the student reads aloud, mark his/her errors, or word miscues, on the teacher's copy. Common errors include omissions, repetitions, additions, substitutions, mispronunciations, reversals, and unknown words. Have the student continue reading the passages until s/he reaches the frustration reading level.

That is the point at which the student is making so many oral reading errors and has such poor comprehension that s/he no longer wants to read. At this point, you can continue reading passages to the student and asking the comprehension questions to determine the student's listening level, also known as the potential reading level.

Reading experts differ in their definition of the independent, instructional, and frustration reading levels. As defined by this IRI, the independent level is that point at which the student can recognize the words in a passage with 99% accuracy and can answer the comprehension questions with 95% or better accuracy. The instructional reading level is the point at which the student can recognize the words in a passage with 90% accuracy and can answer the comprehension questions with 75% or better accuracy. The frustration reading level is the point at which the student recognizes the words in a passage with less than 90% accuracy and answers the comprehension questions with 50% or less accuracy. The chart on the right side at the top of the pages on the teacher's copies has converted these percentages into the number of word miscue errors and comprehension errors for each reading level so you can quickly determine at which level the student has read the passage. The instructional level is the appropriate level for using reading materials in class. The independent level determines reading material for which the student needs no teacher help. The frustration level shows material which is too difficult for the student to read, even with teacher help until the student receives remedial help. The listening level shows the potential reading level at which the student could read with proper instruction.

The IRI is an indicator not a definitive tool for determining the independent, instructional, frustration, and listening reading levels. We hope that it proves to be a useful tool for GED Home Study Tutors.

Exerpted from: Report on Special Project for Adults
with Exceptional Learning Problems, 1980.
Norwich, Region 2. Coordinated by M. J. Cook,
T. Reiser, and J. Tonucci.

WORD IDENTIFICATION LISTS

List A

1. story
2. commonly
3. known
4. hunter
5. century
6. showed
7. ability
8. such
9. turned
10. job
11. badly
12. left
13. worked
14. fifteen
15. west
16. headed
17. central
18. friendly
19. shelter
20. payment
21. lived
22. brother
23. offered
24. partnership
25. capture

List B

1. consider
2. creatures
3. destructive
4. amazed
5. civilization
6. probably
7. exist
8. spiders
9. starvation
10. insects
11. destroy
12. abundance
13. earth
14. acre
15. thousands
16. contrary
17. believe
18. eight
19. addition
20. main
21. abdomen
22. simple
23. produce
24. come
25. called

List C

1. famous
2. excellent
3. pioneer
4. young
5. courage
6. illustrate
7. realize
8. determine
9. demonstrate
10. spirit
11. childhood
12. first
13. adventure
14. fear
15. aide
16. hospital
17. contribution
18. visit
19. parents
20. earlier
21. showy
22. watched
23. maneuver
24. exciting
25. pilot

WORD IDENTIFICATION LISTS

List D

1. fascinating
2. oceans
3. linked
4. undoubtedly
5. tides
6. controlled
7. although
8. influence
9. nearer
10. highest
11. occur
12. directly
13. pulling
14. direction
15. seashore
16. quarter
17. difference
18. result
19. range
20. depend
21. depth
22. entrance
23. occurrence
24. rhythm
25. shimmering

List E

1. renowned
2. involvement
3. contemporary
4. provides
5. example
6. determination
7. difficult
8. poverty
9. possess
10. however
11. magnificent
12. tender
13. sustain
14. departed
15. escape
16. discrimination
17. accustomed
18. laundry
19. fashion
20. instead
21. anticipate
22. superb
23. gradually
24. outstanding
25. spread

WORD IDENTIFICATION LISTS

List F

1. gravity
2. unique
3. possibly
4. scientist
5. inertia
6. proposed
7. latter
8. tendency
9. further
10. graphically
11. peculiar
12. tremendous
13. accompany
14. hurricane
15. velocity
17. everything
18. rotates
19. develop
20. originally
21. attractive
22. attempting
23. conditions
24. virtually
25. underground

List G

1. recently
2. fascinating
3. scientific
4. application
5. knowledge
6. improvement
7. various
8. discovered
9. researchers
10. perceive
11. threatening
12. constructed
13. electronic
14. circling
16. automobile
17. extensively
18. exceptional
19. navigate
20. extremely
21. sonar
22. insignificant
23. mechanical
24. enormously
25. manipulate

GOING TO THE GARAGE

I don't like to take my car to a garage to have work done on it. I usually don't know what is wrong with it, and I am never sure that the garage does either. They send me to the waiting room while they examine the patient. The waiting room at the garage doesn't smell the same as a hospital, but it gives me the same feelings. I have no control over what happens when the mechanic puts his head under the hood. I am powerless to do anything to help the patient--my car. I just sit and wait and pray that I have enough money to pay the bill.

Sometimes it's a simple operation. "It's time to change the oil and make some adjustments." Once the oil and filter are changed, the patient is back on the road in no time. Sometimes it's a little more serious. "I'm sorry, it's the brakes. One of your brake pistons is leaking and the brake pads are worn out. We'll have to do a complete brake job." That cuts a little deeper into the heart and the pocketbook. The patient will be out of commission for at least a day or two but will be safer for the work. But, the sentence that brings joy to the heart of the garage owner and strikes terror into mine is, "I'm sorry, it's the engine." Those five little words can quickly change a smile into a frown. They spell a lot of money and time that will have to be spent on this car. The patient will be off the road for several days or weeks and a small fortune will be spent getting the patient back on the road. But, there's not much you can do about it. As long as cars continue to be made, they will continue to break down.

(310 words)

I.R.I. - A--Teacher's Copy	Reading	Word	Comprehension
	Level	miscues	errors
	Independent	0-4	0
	Instructional	31	1-2
	Frustration	32+	2+

Comprehension Questions:

1. Why does the garage remind the writer of a hospital?
(Because it has a waiting room and "patients.")
2. Which job is more serious? an oil change or a brake job?
(A brake job.)
3. How long does it take to have a brake job done?
(At least a day or two.)
4. How much will it cost to get a new engine?
(A small fortune or a lot of money.)
5. Why doesn't the writer like to take her car to the garage?
(Because she doesn't know what's wrong with the car, and she isn't sure the garage does either. She's afraid it will cost a lot of money and take a long time. -- Any other appropriate responses.)

Number of comprehension errors _____.

GARDENING

In New England in the middle of the winter it seems as if summer will never come again. That's when I start receiving seed catalogues in the mail. These brightly colored catalogues with their pictures of luscious fruits and vegetables make me yearn for spring. I begin planning my garden then even though it's only the middle of February. By the middle of March I have ordered all of my seeds, and I am ready to put the peas into the ground. St. Patrick's Day, March 17, is the traditional day for planting my peas unless there is so much snow that I can't get to the earth.

Most of the vegetable seeds and plants shouldn't be planted until all danger of frost is past. Depending on where you live in New England that can be any time between the end of April and the middle of June. Potatoes, lettuce, spinach, cabbage, and other cool weather plants can be planted earlier. Then lettuce can be ready to harvest in May. But, I usually plant most of my garden on Memorial Day Weekend. That's a family tradition I learned from my father who is an old-time New England farmer. I have carried on the tradition for years.

I can start getting small salads from the garden by the end of May. Peas are ready to pick in June. By the time July arrives, the plants, growing tall and strong, are beginning to blossom and bear fruit. My mouth is watering for the fresh corn, beans, tomatoes, peppers, and squash that I know I'll soon be enjoying. August is harvest time--a time when my hard work and waiting really begin to pay off. I eat nothing but fresh vegetables from the garden. When frost comes in September, I frantically begin canning the excess vegetables so they won't go to waste. That allows me to enjoy vegetables from the garden all winter long.

I.R.I. - B--Teacher's Copy	Reading	Word	Comprehension
	Level	miscues	errors
	Independent	0-3	0
	Instructional	31	1-2
	Frustration	33+	2+

Comprehension Questions:

1. What can you find in seed catalogues?
(Brightly colored pictures of luscious fruits and vegetables.)
2. When does the writer begin planning her garden?
(In the middle of the winter or in February.)
3. When should most vegetable seeds and plants be planted?
(After all danger of frost is past.)
4. What are two cool weather plants?
(Potatoes/lettuce/spinach/cabbage.)
5. Why do you think seed catalogues are so brightly colored?
(To attract people's attention and to get them to buy a lot of seeds.--Or other appropriate response.)

Number of comprehension errors _____.

CAR PROBLEMS

I have never had great mechanical aptitude, but over the years, I have had to develop some skills in this area to keep from going bankrupt whenever my car broke down. As a teenager, I was very naive about cars. My father taught me how to drive, and he let me drive his car some of the time. That meant that he took care of all of the routine maintenance and he paid the bills when the car broke down. He also usually bought the gasoline, but I never thought about that because that was in the not so distant past when you could buy a gallon of gasoline for 35¢. This experience lulled me into a false sense of security about my ability to handle car problems.

When I bought my first car, I started learning quickly how little I really knew. The car broke down on the way home from the dealer. That was an omen which I should have heeded, but I chose instead to ignore it. After numerous other mechanical failures, the car was put out of its misery by an unexpected stone wall which jumped in front of it on a rain-slicked road one Saturday morning.

After that, I determined that I would never buy another used car, because I did not want to buy someone else's problems. So, I gathered up my life savings for a down payment and took out a loan to pay the balance and bought myself a brand new car. I was half right in my logic. I did not buy someone else's problems, this time I bought my own. That car was a lemon with a capital L. It went through eight sets of brakes, four exhaust systems, one clutch, one starter, and two engines in four years and nearly cost me my sanity. That's when I gave up and started riding a bicycle. Cars are much more trouble than they are worth.

I.R.I. - C--Teacher's Copy	Reading	Word	Comprehension
	Level	miscues	errors
	Independent	0-4	0
	Instructional	33	1-2
	Frustration	34+	2+

Comprehension Questions:

1. Who took care of the writer's car troubles when she was a teenager?
(Her father.)
2. How much did gasoline cost at that time?
(35¢ a gallon.)
3. What happened to the first car that she bought?
(It ran into a stone wall.)
4. Why did the writer decide never to buy another used car?
(She decided she did not want to buy someone else's problems.)
5. Why are cars more trouble than they are worth?
(Because they are always breaking down.--Or other appropriate response.)

Number of comprehension errors _____.

NAME: _____

MATH

$$\begin{array}{r} 706 \\ \times 840 \\ \hline \end{array}$$

$$16 \overline{) 3248}$$

$$\begin{array}{r} \text{Add: } 2 \frac{1}{2} \\ 1 \frac{1}{4} \\ \frac{1}{8} \\ \frac{3}{4} \\ \hline \end{array}$$

$$\frac{2}{3} \div 18 =$$

$$.7 \overline{) .14}$$

$$\begin{array}{r} 1.6 \\ + .52 \\ \hline \end{array}$$

$$\begin{array}{l} \text{Change to \%} \\ .75 \end{array}$$

$$\begin{array}{l} \text{Change to decimal} \\ 60\% \end{array}$$

$$\begin{array}{l} \text{Change to fraction} \\ .40 \end{array}$$

$$\begin{array}{r} .004 \\ \times .6 \\ \hline \end{array}$$

Solve:

143

$$25\% \text{ of } 12 =$$

Adults in eleven towns in southeastern Connecticut who have not completed high school will have a unique opportunity to prepare at home for the high school equivalency examination (GED). Under terms of a grant awarded to the Southeastern Connecticut Adult Education Cooperative by the State Department of Education, Bureau of Community and Adult Education, a GED Home Study Program will be established in the towns of Bozrah, Colchester, Franklin, Griswold, Lisbon, North Stonington, Preston, Salem, Sprague, Voluntown and Waterford.

In announcing the receipt of this grant, Joseph B. Murphy, Director of the Cooperative, noted that although GED preparation classes are conducted in Norwich, Colchester, Groton, Stonington and Waterford, many adults are unable to enroll in these classes. Transportation problems, lack of child care, lack of confidence and conflicting work schedules are some of the obstacles to class enrollment. The GED Home Study Program will enable adults to overcome these barriers, to upgrade their skills and receive their high school diplomas through the State of Connecticut's GED Testing Program.

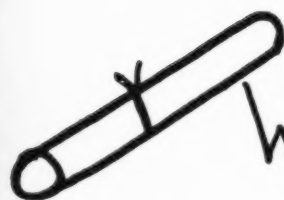
Adults who pass the GED exam will be able to participate in a career planning program which will focus on interests, values and skills as they relate to employment. GED graduates will be able to improve job-seeking and job-keeping skills through the career counseling component of this program.

The program is free of charge and materials will be provided. Each participant will be assigned a tutor/counselor who will offer instruction and encouragement.

For further information, please call the OFFICE OF ADULT EDUCATION at 886-0861.

THE G.E.D. COMES TO GRISWOLD

APPENDIX E



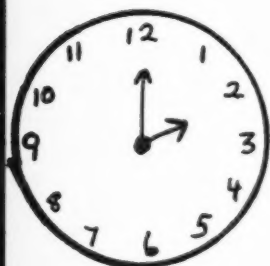
WHAT...

A FREE program for you to receive your high school equivalency diploma (G.E.D.).



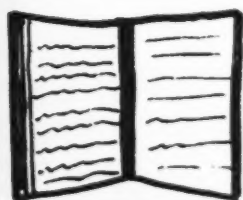
WHERE...

Work with a tutor in your own home or at another convenient location.



WHEN...

Mornings, Afternoons, Evenings.
You Can control your study schedule.



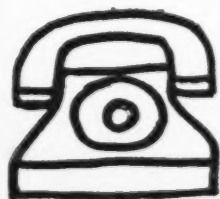
HOW...

Tutoring and books are provided to help you to brush up on your reading and math skills.



COST...

NONE! This program is FREE to all Griswold residents.



Call...

For more information, 886-0861,
the Office of Adult Education or
- Jewett City,
- Griswold.

TESTS OF GENERAL EDUCATIONAL DEVELOPMENTSome Basic Facts About the Test

1. Passing the GED is based on the fact that each individual GED candidate must demonstrate that he/she has more highly developed skills than do a certain percent of recent high school graduates.
2. The last time the GED was normed was in 1980 on 7300 high school seniors. Seniors were selected based on geographic location, type of control (public or private schools), and socioeconomic status for public schools.
3. Standard scores allow the comparison of scores of the GED candidate with levels demonstrated by recent high school graduates.
4. Standard scores range from 20 to 80 with about two-thirds of the students falling between 40 and 60. Standard scores lower than 30 or higher than 70 were earned by about 2% of the grade twelve students.
5. The median standard score is 50.
6. Standard scores are used in establishing minimum score requirements.
7. The lowest standard score requirement of 35 represents a level of achievement attained or exceeded by 93% of the high school senior norming group. (True for one test).
8. A standard score of 45 indicates a score attained by 69% of the high school senior norming group. (True for one test).
9. Two-thirds of the high school norming group achieved an average of 46 on the GED; one-third achieved an average of 54 or higher.
10. Each State sets its own minimum score requirements. In Connecticut it is 45.
11. A National Commission on Educational Credit has recommended standards to which Connecticut adheres.
12. Standard scores are more desirable than % correct. Why? Standard scores allow us to be certain that each test and form is equally difficult and standard scores permit us to report results on each of the five tests on a comparable basis.

Excerpted from The Adult Learner
Chuck Herring

GED INFORMATION SHEET

PURPOSE: The primary aim of the General Educational Development (GED) testing program is to provide a second chance to Connecticut adults to obtain their high school diplomas. The tests are intended to appraise the educational development of adults who for one reason or another left school before completing their formal high school education.

ELIGIBILITY REQUIREMENTS

- 1) The applicant must be a resident of Connecticut.
- 2) The applicant must be at least nineteen (19) years of age, or the applicant's high school class (the class with which the applicant entered or would have entered ninth grade) must have graduated.

APPLICATION PROCEDURES: The applicant must fill out an application/answer sheet, IN PERSON at most Adult Education Offices or at any official GED Registration Site in the state. This application must be completely filled out and left with the Registrar to process. For the name of the designated official in the applicant's town, the applicant should contact their local Adult Education office or their local board of education.

GED FEES: Public Act No. 83-146, effective July 1, 1983 requires that any applicant 21 years and older must pay a fee of \$10.00 to take the GED exam. This fee includes the cost of the exam and the diploma. Only veterans and applicants under 21 are exempt from this fee. Veterans must have served at least 181 days of active duty. Veterans must also present proof of active duty at the time of sign-up. ALL FEES MUST BE PAID AT THE TIME OF APPLICATION.

ABOUT THE TESTS: The GED tests are a battery of five (5) comprehensive tests designed to measure as directly as possible the major generalizations, ideas, and intellectual skills which are the outcome of four years of formal high school study. All of the tests are multiple choice in form. The tests do not penalize applicants who lack recent classroom or academic experience or who have acquired their educations in an informal manner. Applicants are tested on their retention of broad concepts and ideas, not on how well they remember specific facts and details or precise definitions. The five areas tested are:

1. **Writing Skills:** This test is intended to measure the ability to recognize correct and incorrect spelling, capitalization, punctuation, grammar and usage, diction and style, sentence structure, logic and organization. There are 80 questions with 75 minutes to complete.
2. **Social Studies:** This test consists of a number of short reading passages in Economics, Geography, Political Science, History and the Behavioral Sciences. The examinee is required to read and interpret these passages by answering the series of questions which follow the passages. There are 60 questions with one and one half (1 1/2) hours to complete.
3. **Science:** This test measures the ability to interpret statements in the areas of Biology, Earth Science, Chemistry, and Physics. The format is similar to the Social Studies test - a series of passages followed by multiple-choice questions. There are 60 questions with one and one half (1 1/2) hours to complete.
4. **Reading Skills:** This test is intended to measure the ability to read and interpret passages on Practical Reading, General Reading, Prose Literature, Poetry and Drama. There are 40 questions with one hour to complete.
5. **Mathematics:** This test measures the ability in Arithmetic (word problems, decimals, fractions, addition, subtraction, multiplication and division), Algebra, and Geometry. The examination is 55% Arithmetic, 25% Algebra, and 20% Geometry. There are 50 questions with 90 minutes to complete.

(0866V)

MINIMUM PASSING SCORE REQUIREMENTS

1. A total standard score of 225 (45 Average) WITH
2. No one standard score below 35.

***AN APPLICANT MUST MEET BOTH REQUIREMENTS TO QUALIFY FOR A CONNECTICUT STATE HIGH SCHOOL DIPLOMA.

FOR THOSE WHO DO NOT MEET THE MINIMUM REQUIREMENTS: Retesting is permitted only after an interval of at least three (3) months after the most recent attempt to pass the test. To retest, the applicant must complete a new application answer sheet and submit it with a fee of \$2.00 to the local GED Registrar. It is recommended that the applicant meet with the Registrar or Adult Education Director for methods to improve scores and to check the GED calendar for the next available test date.

DATES OF TESTING: The test is offered on a monthly basis at fourteen sites throughout the state - except July and August, when testing is limited to four sites. A copy of the schedule may be obtained from your local Adult Education Director or your local GED Registrar. The test is usually offered on two consecutive Saturdays of the month or four consecutive evenings.

TEST CENTERS: SATURDAY: Manchester, Howell Cheney Technical School, Meriden, Horace Wilcox Technical School, Norwich, Norwich Technical School, Stamford, J. M. Wright Technical School, Waterbury, Crosby High School, Derby, Derby High School, Fairfield, Roger Ludlow High School, and New Haven, Cross High School.

EVENINGS: Hartford, Hartford High School, Danbury, Danbury High School, Bridgeport, Central High School, Hamden, Hamden High School, Middletown, Middletown High School, and New London, New London High School.

LOCALLY SCHEDULED SITES: Enfield, Enrico Fermi High School, New Britain, New Britain High School, Winsted, Northwestern Adult Education Consortium, Putnam, Putnam Adult Education Center, Norwich, Teachers Memorial, Torrington, Torrington High School, Vernon, Vernon Adult Learning Center, and Willimantic, Willimantic Adult Education Center. Please contact these centers for specific times and dates of testing.

PREPARATION FOR THE TEST: GED PREPARATION Classes are available in most cities and towns to help applicants prepare for the GED. Contact your local Adult Education Director for further information .

PRACTICE GED TEST: Practice tests can be obtained through Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, N. Y. 10106. The practice tests are available in English and Spanish and in both print and audio forms.

SPANISH EDITION OF THE GED TESTS: A spanish edition of the GED tests (in the same format as the English edition) is offered periodically in the following cities and towns: BRIDGEPORT, PUTNAM, NEW BRITAIN, WATERBURY, DANBURY, HARTFORD, NEW HAVEN, MERIDEN, WILLIMANTIC, DERBY and NEW LONDON. For information on the Spanish tests, contact the Adult Education Directors in the above towns and cities.

VETERANS WHO HAVE TAKEN THE GED TEST IN THE ARMED FORCES and are applying for a diploma should submit a GED application form and an official copy of their scores (not the USAFI certificate) to: High School Equivalency, State Department of Education, P. O. Box 2219, Hartford, Connecticut 06145. To obtain a transcript, write to one of the following: (1) DANTES-Transcript Service, P. O. Box 2879, Princeton, N. J. 08541, for tests taken through USAFI before May 31, 1974. (2) The State Department of Education or the official test center where the tests were taken stateside after May 31, 1974. (3) The GED Testing Service, One DuPont Circle, Washington, D. C. 20036 for tests taken overseas after May 31, 1974. (0866V)

Revised

10/25/84

THE TESTS OF GENERAL EDUCATION DEVELOPMENT

Description of the Tests

The tests used by the Connecticut Department of Education for its High School Equivalency Program are the Tests of General Educational Development (GED) of the American Council on Education. There are five tests, and each test is available in both English and Spanish. The titles of the tests, their descriptions, and their time limits are given below.

TEST 1 - WRITING SKILLS - 80 questions --		1½ hours
Spelling, Punctuation, and Capitalization	25%*	
Usage	30%	
Sentence Correction	30%	
Logic and Organization	15%	
TEST 2 - SOCIAL STUDIES - 60 questions --		1½ hours
U.S. History	25%	
Economics	20%	
Geography	15%	
Political Science	20%	
Behavioral Science	20%	
TEST 3 - SCIENCE - 60 questions --		1½ hours
Biology	50%	
Earth Science	20%	
Chemistry	15%	
Physics	15%	
TEST 4 - READING SKILLS - 40 questions --		1 hour
Practical Reading	15%	
General Reading	30%	
Prose Literature	30%	
Poetry	12%	
Drama	12%	
TEST 5 - MATHEMATICS - 50 questions --		1½ hours
Arithmetic		
Geometry		
Algebra		

* percentages may vary slightly on different forms

Employer Survey

APPENDIX J

The GED counts when it comes to hiring and promotion. And for almost all businesses, a high school equivalency credential, such as a GED certificate, is as good as a diploma.

In a nationwide survey conducted last fall by the American Council on Education's Office on Educational Credit and Credentials, more than 90 percent of employers say they place "major or moderate" emphasis on education.

Almost all reported that a high school equivalency credential is accepted on the same basis as a high school diploma when it comes to employment and advancement.

Some highlights of the study:

- More than 96 percent of companies give persons holding traditional high school diplomas and persons holding equivalency credentials the same starting salary.
- Nearly 97 percent provide the same initial level of employment to persons with an equivalency credential as to those with high school diplomas.
- About 98 percent provide the same opportunity for advancement to both groups.

Nearly 1,500 businesses were surveyed in the "Educational Credentials in Employment" project. The focus of the survey was to gauge employer emphasis on educational credentials and to see whether employers made a distinction between a traditional high school diploma, a high school equivalency (GED) credential, or alternative degree program certificates in hiring and promotion.

In fact, one out of four companies reported they have no jobs for persons without a high school diploma or equivalency certificate.

Almost half reported that employees who obtained a high school diploma or equivalency credential would have greater promotional opportunity in their organization.